



BIBLICAL WORLDVIEW  
**Scope & Sequence 2025**

# Biblical Worldview Scope and Sequence

This scope and sequence summarizes the worldview shaping presented in each textbook. The worldview themes covered appear in bold. Each textbook tailors the themes to the subject matter and grade level.

The worldview themes develop according to a Creation, Fall, Redemption paradigm. The first bullet presents foundational norms and biblical principles within the discipline. The second bullet elaborates how Creation was twisted by the Fall. The final bullet describes the rebuilding of the discipline according to a biblical worldview. Our aim in using this paradigm is for students to flourish, equipping them to not only love learning but also to love God and their neighbors through every subject they study.

## Bible

Grade 1: Bible 1 Truths for Life . . . . .	1
Grade 2: Bible 2 Truths for Life . . . . .	2
Grade 3: Bible 3 Truths for Life . . . . .	3
Grade 4: Bible 4 The Pathway to Promise . . . . .	4
Grade 5: Bible 5 The Fullness of Time . . . . .	5
Grade 6: Basics for a Biblical Worldview . . . . .	6
Grade 7: The Story of the Old Testament . . . . .	7
Grade 8: The Life of Christ . . . . .	8
Grade 9: The Triumph of Christ. . . . .	10
Grade 10: Bible Doctrines . . . . .	12
Grade 11: Biblical Worldview Beyond the Basics . . . . .	13
Grade 12: Ethics . . . . .	14

## Science

Grade 1: Science 1 . . . . .	15
Grade 2: Science 2 . . . . .	16
Grade 3: Science 3 . . . . .	17
Grade 4: Science 4 . . . . .	18
Grade 5: Science 5 . . . . .	19
Grade 6: Science 6 . . . . .	20
Grade 7: Life Science . . . . .	21
Grade 8: Earth Science . . . . .	22
Grade 9: Physical Science . . . . .	23
Grade 10: Biology . . . . .	24
Grade 11: Chemistry . . . . .	25
Grade 12: Physics . . . . .	26
Elective: Health. . . . .	27

## Heritage Studies

Grade 1: Family and Community . . . . .	28
Grade 2: Community and Government . . . . .	29
Grade 3: World Regions . . . . .	30
Grade 4: Our United States. . . . .	31
Grade 5: Heritage Studies . . . . .	32
Grade 6: Ancient Civilizations . . . . .	33
Grade 7: World Studies. . . . .	34
Grade 8: American Republic . . . . .	35
Grade 9: Cultural Geography . . . . .	37
Grade 10: World History . . . . .	38
Grade 11: United States History . . . . .	40
Grade 12: American Government . . . . .	41
Grade 12: Economics . . . . .	42

## Math

K5 Math . . . . .	43
Grade 1: Math 1 . . . . .	43
Grade 2: Math 2 . . . . .	44
Grade 3: Math 3 . . . . .	44
Grade 4: Math 4 . . . . .	45
Grade 5: Math 5 . . . . .	46
Grade 6: Math 6 . . . . .	47
Grade 7: Fundamentals of Math . . . . .	48
Grade 8: Pre-Algebra . . . . .	49
Grade 9: Algebra 1 . . . . .	50
Grade 10: Geometry . . . . .	51
Grade 11: Algebra 2 . . . . .	52
Grade 12: Precalculus . . . . .	53
Grade 12: Consumer Math . . . . .	54

## English

Grade 1: Phonics and English 1 . . . . .	55
Grade 2: English 2 . . . . .	56
Grade 3: English 3 . . . . .	57
Grade 4: English 4 . . . . .	58
Grade 5: English 5 . . . . .	59
Grade 6: Writing and Grammar 6 . . . . .	60
Grade 7: Writing and Grammar 7 . . . . .	61
Grade 8: Writing and Grammar 8 . . . . .	62
Grade 9: Writing and Grammar 9 . . . . .	63
Grade 10: Writing and Grammar 10 . . . . .	64
Grade 11: Writing and Grammar 11 . . . . .	65
Grade 12: Writing and Grammar 12 . . . . .	66

## Reading/Literature

Grade 1: Reading 1 . . . . .	67
Grade 2: Reading 2 . . . . .	68
Grade 3: Reading 3 . . . . .	69
Grade 4: Reading 4 . . . . .	70
Grade 5: Reading 5 . . . . .	71
Grade 6: Perspectives in Literature . . . . .	72
Grade 7: Exploring Themes in Literature . . . . .	73
Grade 8: Making Connections in Literature . . . . .	74
Grade 9: Fundamentals of Literature . . . . .	75
Grade 10: Elements of Literature . . . . .	77
Grade 11: American Literature . . . . .	78
Grade 12: British Literature . . . . .	80





**Problem of Evil—What is wrong with the world?**

- Summarizing what the world used to be like; explaining how sin has hurt the world; explaining Satan’s temptation of Eve
- Contrasting Satan’s strength and God’s strength; concluding that violating God’s law makes people deserve punishment
- Formulating a plan to resist Satan and obey God; relating believing the Bible to overcoming temptation

**Human Identity—Who am I?**

- Recalling what makes humans different from other creatures; explaining what it means to be made in God’s image; relating God’s making all things to His owning all things
- Contrasting God’s knowledge with human knowledge; relating God’s ability to do all things to why people can trust in Him
- Defending that all people are related because they come from the same parents; thanking God for making people special; defending that all people are valuable because they are created in God’s image

**Morality—What makes something right or wrong?**

- Recalling that God’s law is for everyone; explaining that violating God’s law deserves punishment; describing how we know what is right or wrong
- Contrasting students’ obedience with Christ’s obedience; evaluating from the Bible whether an action is right or wrong
- Defending the claim that the Bible is God’s instruction for directing life; making a plan to be a neighbor

**Human Purpose—Why am I here?**

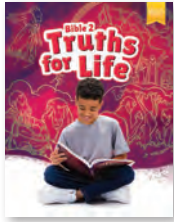
- Identifying creation as made for God; defining the term *worldview*; identifying why I am here; relating loving and obeying God to glorifying God
- Defending the claim that it is a joy to glorify God; formulating a plan to love and obey God

**Ultimate Reality—What is real?**

- Explaining why God is the most important Person; explaining God’s name I AM; explaining that God is real even though He is invisible
- Contrasting the God of the Bible with other gods; distinguishing God from other gods by His name
- Formulating a prayer of thanksgiving to God for being everywhere; applying God’s being everywhere to students’ lives; giving praise to God for His being eternal

**Redemption from Evil—What will fix the world?**

- Recalling the meaning of the term *redeem*; explaining how Christ will redeem the world; explaining what happens to the body at death
- Evaluating the idea that humans can fix the world; evaluating a misconception about saving faith
- Defending that only Jesus makes us right with the Father; applying the atonement to individual sins in students’ lives; relating Jesus as Savior to their lives



**Problem of Evil—What is wrong with the world?**

- Defining evil; identifying who was affected by Adam's sin; explaining what people with a sinful heart need
- Evaluating human sinful nature based on Satan's method of tempting people; evaluating different responses to grace
- Formulating a statement of purpose to believe and obey God; explaining why we need the Holy Spirit to enable us to repent and believe

**Human Identity—Who am I?**

- Relating the image of God in mankind to the Creation Mandate; giving examples of how image-bearers of God represent God in creation; defining representation
- Evaluating one's own behavior based on the Bible's teaching on the image of God; assessing the source of righteousness for the sinner; comparing and contrasting the abilities of humans with the abilities of other creatures
- Proposing ways people can rightly represent God; explaining why the sinner's heart needs to change

**Morality—What makes something right or wrong?**

- Explaining the measure of righteousness; explaining reasons to obey the first four commandments; explaining the importance of the order of the Ten Commandments
- Evaluating attitudes toward sin; assessing duty to one's neighbor and to loving God; evaluating the difference between the wicked and Christ's people
- Proposing actions that believers should be taking in anticipation of the Second Coming; relating obeying God to loving God and others

**Human Purpose—Why am I here?**

- Recalling why God created people; explaining how people are to rule under God's greater rule; explaining how people develop and care for the world
- Evaluating one's life for evidence of pleasing God; relating a person's own life to God's purpose for Adam and Eve
- Applying the purpose of the Bible to one's life; creating a plan to practice dominion in one's place of influence; relating the first four commandments to the first Great Commandment

**Ultimate Reality—What is the most important thing in the world?**

- Identifying the desire for God's glory as foundational; explaining the need for God to breathe out the words of the Bible
- Comparing and contrasting the ways God is revealed; evaluating the idea that God would not create an evil being; evaluating the fairness of God and people
- Proposing ways that God's law shows what He is like; proposing ways to respond to God's actions or decisions

**Redemption—What will fix the world?**

- Explaining the need for the Seed of the woman to suffer; comparing the ark in the Flood with Christ now; explaining why Christ's rising from the dead on the third day was necessary
- Evaluating works-based salvation with the promises of the New Covenant; contrasting the Old Testament sacrifices with Jesus' sacrifice; evaluating the claim that good works can save a person
- Applying the blessing of the Abrahamic Covenant to one's own life; affirming the desire for God's rule on earth to be fulfilled; contrasting Christ's kingdom with earthly kingdoms; praising God that Christ is faithful in keeping all His promises



**Problem of Evil—What is wrong with the world?**

- Recalling when the first people lost their holiness; explaining why Satan's fall did not surprise God; explaining why people do bad things; explaining how people are in debt to God; relating anger, hatred, and carelessness to unlawful killing
- Evaluating examples of selfish forms of living; evaluating common misconceptions about sources of temptation
- Defending the idea that false words hurt people; defending the importance of being born again

**Human Identity—Who am I?**

- Listing the effects of Adam's sin on the image of God; explaining why human life has value; defining marriage; explaining how people are unique in creation
- Relating the Lord's Day to the gathered church; relating baptism in God's name to a believer's identity
- Defending the belief that sin did not destroy the image of God but marred it; applying the knowledge that people are unique

**Morality—What makes something right or wrong?**

- Recalling that the Bible tells us what is right and wrong; comparing and contrasting the first and second tables of the law
- Evaluating wrong views of deciding what is right and wrong (utilitarianism, social contract); evaluating obedience done with a bad attitude
- Defending that the Bible determines what is right and what is wrong; analyzing the process of moral self-examination

**Human Purpose—Why am I here?**

- Explaining why we are here; explaining the connection between honoring parents and honoring God; explaining the importance of surrendering to God's will
- Evaluating the consequences of coveting; evaluating wrong views of why we are here
- Choosing ways that the student will live for God's glory alone; analyzing the final victory of Christ

**Ultimate Reality—What is the most important thing in the world?**

- Identifying God as holy (unique, separate); explaining the reason for the first of the Ten Commandments; defining worship; explaining what it means for God to be holy
- Evaluating the idea that all religions are equal
- Proposing how we should respond to the holiness of God; defending Scripture's role in instructing worship practices; explaining what makes heaven a happy and glorious place

**Redemption—How can things be made right?**

- Recalling that people need to be changed; explaining how Christ's redemption is related to rest (Sabbath); relating sanctification to union with Christ
- Evaluating the notion of self-righteousness; evaluating ideas for how people can be fixed (thinking positively, trying hard to do good)
- Defending that Christ is the only one who can fix people; applying the teaching of abiding in Christ to student's growth



**Covenant**

- Listing the three key parts of the Abrahamic Covenant; explaining how God preserves the line of the coming King (Noahic Covenant); listing the nine key parts of the Davidic Covenant; explaining why God promised to establish the New Covenant
- Evaluating Israel's response to the report of the 12 spies in light of the Abrahamic Covenant; relating God's judgment on the last kings of Israel to the Davidic Covenant; relating curses to God's people forsaking the Lord
- Defending from the Bible that marriage is a lifelong commitment between one man and one woman; writing a prayer for the fulfillment of God's promise; writing a prayer praising God for His great power in relation to God providing a son to Abram

**Kingdom**

- Explaining what being made in the image of God means; describing having dominion as creating and cultivating; identifying the Messiah as God's ultimate King; explaining how God's promised Messiah has dealt with each person's biggest problem
- Evaluating Israel's demand for a king in light of Deuteronomy 17; contrasting the shepherds of Israel with God's Shepherd; evaluating current government leadership in light of God's kingship
- Writing a prayer thanking God for His promised Messiah; organizing personal work and responsibilities into the categories of creating and cultivating; writing a prayer glorifying God as sovereign over all kingdoms

**Presence of God**

- Listing several laws regarding the tabernacle that looked forward to Jesus; listing places where God was present with His people (Eden, tabernacle, temple)
- Inferring the universal principle that God forsakes those who abandon Him; relating God's promised curses to Israel forsaking the Lord; giving evidence that God forsook His people when Jerusalem was destroyed
- Writing a sentence explaining how sin affects a Christian's relationship with God; applying the truth that the Lord is the only true God; writing a prayer of confession and petition for revival in one's own heart



**Atonement/Priesthood**

- Explaining how Jesus is the better temple of God; connecting Jesus’ fulfilling all righteousness with repentance; identifying the effects of the fall that made the atonement necessary
- Evaluating human attempts to achieve atonement; contrasting religious perspectives that tie salvation to human merit with the truth that Jesus is the Lamb of God who takes away sin; contrasting the disciples’ behavior to Jesus’ sacrificial service
- Formulating a plan for making the story of Jesus understandable to those holding another world-view; predicting situations where students could have a strong testimony by their good behavior or attitude; composing a prayer for someone who is antagonistic to the gospel

**Covenants**

- Tracing the kingship through the covenants; analyzing the covenants for recipients, promises, and responsibilities; relating the covenants to Creation, Fall, Redemption
- Relating the promises of the covenants to Genesis 3:15 and the promised Seed; comparing and contrasting the Old and New Covenants
- Applying New Covenant connections to students’ lives; defending the New Covenant to one who believes in the Old; restating the covenants as they apply personally

**Divine Presence**

- Listing the ways God dwelled with His people throughout the Bible’s story; summarizing God’s dwelling with people as a progression in scope and intimacy; relating Jesus’ promised presence to His last command
- Evaluating whether students are living as God’s temple according to 1 Corinthians 6:19–20; connecting the main points in Stephen’s sermon to God’s presence
- Applying the significance of the torn veil to students’ lives; formulating a response of faith that contrasts with an unbelieving response; developing a list of ways the Holy Spirit works in their lives

**Glory**

- Identifying Jesus as the Savior who brings glory to God; defining what the glory of God is; explaining how Jesus gives the Father glory and is glorified in the passage; identifying the theme of glory in Ephesians 1–3
- Contrasting good and evil responses to God’s revelation of glory; analyzing Bible passages for expressions of God’s glory on display
- Defending the claim that the ultimate purpose for all God does is His glory; planning how students’ lives can give glory to God; applying the glory of God to understanding suffering

**Kingdom**

- Identifying Jesus as the king promised in the Davidic Covenant; relating Jesus’ title of King of the Jews to the theme of kingdom; explaining God’s purpose for making mankind
- Evaluating the crowd’s response based on Jesus’ teaching about the kingdom of God; relating mankind’s fall in the garden to the need for the kingdom to come
- Constructing a list of kingdom blessings enjoyed by kingdom citizens; synthesizing a description of the kingdom of heaven from the parables; summarizing students’ place (timing) and participation in the story of the coming of the kingdom of God

**Law/Wisdom**

- Identifying laws of nature and moral laws in creation; explaining how Jesus fulfilled the law and the prophets; relating wisdom to the blessedness that God promises
- Evaluating students’ attitudes and actions based on Jesus’ teaching in Matthew 5; evaluating the response of the religious leaders; explaining the reason for the struggle to obey God’s law
- Formulating criteria to evaluate their actions for godliness; making a plan for wise living based on Matthew 5:20; 7:12, 24–27; arguing against requiring the observance of Mosaic law for salvation



**Worldview**

- Defining a worldview and its three aspects (big story, basic beliefs driven by loves, and individual and group actions); explaining how a worldview is like the lenses for viewing the world; analyzing secularism
- Evaluating assumptions on TV, at school, and in technology; evaluating an example of an authority; assessing major kinds of proof
- Formulating an argument against the two-story view; assessing one's own way of making sense of the world

**Structure and Direction**

- Defining structure and direction; explaining the importance of the big story of the Bible for forming a biblical worldview; relating the two parts of the Creation Mandate to the image of God in man
- Evaluating family, school, and work for fallen direction; discerning fallen direction in popular culture; evaluating a nonbiblical view of death
- Defending the necessity of the Bible; suggesting redemptive direction for family, school, and work; making a plan to respond to God's unfolding plan of redemption

**Truth and Knowledge**

- Relating the attributes of God to true knowledge; relating human purpose to God's glory; explaining the basis for truth, goodness, and beauty
- Evaluating the beauty of cultural products; evaluating a nonbiblical view of evil; evaluating nonbiblical views of God's relationship with creation
- Formulating a biblical understanding of good and evil; synthesizing a biblical understanding of love and truth; suggesting ways to live for God's glory

**Personal Identity**

- Explaining a biblical view of man and woman; analyzing identity change; analyzing the fallenness of human nature
- Evaluating wrong views of sanctification; evaluating one's life for fallenness; evaluating statements about identity
- Formulating a biblical understanding of human identity; formulating a strategy for opposing the flesh and outside temptations

**Culture**

- Describing the fear of the Lord; relating culture to the Creation Mandate; describing biblical wisdom in a fallen world
- Evaluating responses to social media; evaluating options for after-school activities; evaluating an example of loving neighbors with a business
- Formulating a biblical perspective of wisdom and work; formulating and enacting a Christian view of cultivating and creating culture; suggesting ways to become wise in life

**Relating to Others**

- Explaining a biblical view of manhood and womanhood; explaining how the church is an essential institution in society; describing the beliefs of other worldviews (Islam, Buddhism, Hinduism, secularism, and Moralistic Therapeutic Deism)
- Evaluating responses to parents behaving unbiblically; evaluating nonbiblical views of government; evaluating assumptions and beliefs of other worldviews
- Formulating a biblical understanding of friendship; formulating a biblical understanding of individuals and communities; formulating a biblical response to the idolatry of other worldviews





**Covenants**

- Listing the promises in the Abrahamic Covenant; relating the New Covenant to God’s redemptive plan; relating the Flood narrative and Noahic Covenant to the big story of Scripture
- Comparing and contrasting conditional and unconditional covenants; assessing Balaam’s shrewd tactic for getting Israel to incur God’s judgment; comparing and contrasting God’s speech in Genesis 8–9 with His speech in Genesis 1
- Defending from the details of the narrative and the big story of Scripture that there is hope God will restore His covenant blessing; devising a plan to follow through on a commitment to God in the present and future; documenting God’s past faithfulness in students’ lives

**Kingdom**

- Relating the Creation Mandate to the big story; relating God’s purpose for Israel to His purpose for Christians today; relating the exile of the Northern Kingdom to God’s fulfilling His covenant curses
- Differentiating Elisha’s role as prophet from the role of the kings during his time; evaluating the Israelites’ request for a king; contrasting Saul’s and David’s responses to God as their King
- Supporting from the story of Joseph that God has a sovereign purpose even in negative and puzzling circumstances; defending the identity of the Servant as the Messiah

**Law**

- Describing the purposes of the law for Israel in relation to God and other nations; recognizing the need to submit to the authority of God and His Word; attributing the chaos in Israel to everyone doing what was right in his own eyes
- Connecting the law to the unfolding plan of redemption; explaining why the golden calf incident was such an offense to God
- Analyzing Ezra’s response to the people’s direct disobedience to the Mosaic Covenant; using a plan for assessing students’ own faith to see whether they are living by God’s grace rather than personal righteousness; defending God’s wrath toward sin

**Presence of God**

- Explaining the significance of Solomon’s temple-dedication prayer; summarizing what it means for God to be Israel’s God; explaining God’s work of giving a new heart
- Analyzing the effects of sin on a person’s relationship with God and His creation; relating Ezekiel’s message of restoration for Israel to God’s redemptive plan for all nations
- Connecting the significance of Melchizedek’s kingly priesthood to its fulfillment by the Messiah; relating Ezekiel’s message of restoration for Israel to God’s redemptive plan for all nations; analyzing the evidences of a new heart in students’ own lives



### **The Atonement**

- Relating the role of the Messiah to God's plan of redemption; connecting Jesus' self-sacrificial mission to that required of His disciples; explaining the significance of the crucifixion
- Inferring what Jesus' disciples needed most before Jesus' coming suffering; evaluating alternative explanations of the resurrection
- Writing a meditation in response to the crucifixion; applying the significance of having hope in the resurrection; relating God's plan of redemption to students' own lives

### **Christlikeness**

- Explaining sanctification in the lives of believers; relating discipleship to the imitation of Christ; inferring why Jesus was successful in His responses to the temptation
- Evaluating what should motivate and empower students to resist temptation; inferring why they should not fear the cost of following Jesus; evaluating evidence of discipleship in the life of a believer
- Applying the Beatitudes to students' own lives; constructing scenarios in which Jesus' exhortations can help them deal with fear; giving examples of what genuine discipleship looks like their own lives

### **Jesus: God and Man**

- Giving Old Testament passages that support Christ's pre-incarnate existence; inferring that the message of the Old Testament is God is Lord, and the message of the New Testament is Jesus is Lord; explaining the significance of the virgin conception
- Contrasting the various conclusions about Jesus' identity based on His miracles; assessing the conflict concerning the source of Jesus' healing power
- Defending the premise that Christ is both fully God and fully man; inferring that the Messiah is Jesus

### **The Coming of the Kingdom**

- Relating Christ's works to the kingdom of God as it has come upon you; explaining why Jesus began teaching in parables; summarizing the events of the final judgment; inferring that God's kingdom comes in stages
- Contrasting the judgments of believers and unbelievers; evaluating motivations for preparing to stand before God
- Applying Jesus' instructions to students' own lives while awaiting His return; defending the reality that both believers and unbelievers will be judged by their works even though salvation is by grace; relating Christ's works to the kingdom of God as it has come upon you

### **The Nature of the Kingdom**

- Defining the kingdom of heaven from the Sermon on the Mount; identifying God's standard for entering His kingdom; relating Jesus' teachings to the internal righteousness of those who enter the kingdom
- Relating Jesus' teachings about anger to the internal righteousness of those who enter the kingdom
- Exemplifying ways that you can engage in the kind of kingdom work Jesus says kingdom citizens do; inferring what is necessary for someone to be included in God's kingdom; relating the Great Commission to one's own role in God's big story

### **The Signs of the Kingdom**

- Explaining the sign that Jesus gave as the basis of His authority to cleanse the temple; identifying the purpose of the miracles
- Evaluating the responses of the world to a presentation of the Messiah; comparing and contrasting the differing responses to each miracle
- Inferring the significance of the miracle at Cana; relating the response of the disciples to the response a person should have to Jesus' revealed glory

**Responses to Christ: Unbelief and Faith**

- Summarizing the plan of salvation; inferring how various groups of Jewish leaders would respond to Jesus' words and works; assessing the possible motivations for people's differing responses to Christ
- Evaluating your use of time and resources based on Jesus' teaching; evaluating the responses of the Pharisees and the crowds; contrasting the unbelief of the Jews with the belief of the Gentiles
- Creating scenarios to show how faith-based responses to Christ should look in students' own lives; constructing a list of things that stand in the way of following Christ; planning how to respond to the tests of life according to the teachings of Jesus

**The Gift of the Spirit and the Internalization of the Law**

- Interpreting Jesus' statement about fulfilling the law rather than abolishing it; identifying internal righteousness as what characterizes those who enter God's kingdom; relating the heart to the proper use of head knowledge
- Evaluating the Pharisees' view of the Mosaic law; contrasting the unbelief of the Jews with the belief of the Gentiles; contrasting heart knowledge with mere head knowledge
- Relating the Christian's body as the temple of the Holy Spirit to the responsibility of glorifying God; applying God's standard to one's own life; connecting the Spirit's role to the larger story of Scripture



**Christ**

- Explaining how Christ’s humility led to His exaltation; explaining the significance of Christ’s titles and descriptions in Revelation 1; analyzing the passage based on the Son’s roles as Prophet, Priest, and King
- Comparing and contrasting Adam and Christ in their roles as covenant heads
- Defending the superiority of Christ’s New Covenant priesthood; applying Christ’s example of humiliation to each student’s life

**Church**

- Listing the three Reformation marks of the church; enumerating the primary activities of the church based on the response to Peter’s preaching
- Distinguishing the salvation of the Gentiles recounted in Acts 11 from the Jewish proselytization of the Gentiles; evaluating beliefs about the baptism of the Spirit in Acts 2
- Applying the church’s mission to one’s own life; defending the importance of church discipline for the health of the church; developing habits for preparing to worship each Lord’s Day

**Gift of the Spirit**

- Explaining the effects of the Spirit’s ministry on the Christian life; relating the church’s nature as the temple of the Spirit to the importance of church unity; explaining the Spirit’s role in sanctification
- Contrasting the wisdom of the Spirit with the wisdom of the world; assessing students’ own lives for the works of the flesh and fruit of the Spirit
- Making a plan for personal evangelism and discipleship; using Acts 1:8 to summarize the key events in the book of Acts

**Kingdom**

- Relating the kingdom of God to the giving of the Spirit and to the Great Commission; relating the already/not-yet nature of the kingdom to Saul’s commission both to witness and to suffer; inferring from the conflict in Ephesus how Christ’s kingdom advances in the present age
- Inferring why Christians enter the kingdom of God through tribulations; assessing how the conflict in Ephesus advanced Christ’s kingdom in the present age
- Formulating a plan for living while expecting the return of Christ; defending the argument for the end-time restoration and salvation of the Jewish people; defending the cosmic extent of redemption

**Law**

- Explaining the importance of the move from Mosaic Covenant to New Covenant in the fight against sin; summarizing the debate among Christians regarding the role of the law; inferring the significance of Jesus’ enthronement from the Old Testament passages Peter quotes
- Explaining why sin cannot characterize believers’ lives
- Defending the goodness of the Mosaic law; harmonizing what a passage teaches about the role of the law with other Pauline teaching

**Sin, World, Flesh**

- Relating John’s admonition not to love the world to his eschatology; explaining the sojourning nature of the Christian life in the present age; relating the fall of Babylon to the biblical storyline
- Contrasting being in the world with being of the world; inferring why Jude wrote about sinful characteristics and consequences
- Creating a plan for battling sin; identifying areas in students’ personal lives in which they ought to live as countercultural sojourners; defending Paul’s conclusion regarding the exceptionally serious nature of sexual sin

**Union with Christ**

- Explaining how union with Christ enables Christians to live the Christian life; explaining how

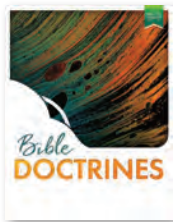


mutual love and expectation of the coming of Christ contribute to living blamelessly; relating church unity to the headship of Christ

- Relating tearing down views that oppose Christ to waging war against the flesh (2 Cor. 10:3–5); contrasting a moralistic claim with the conclusion reached by the Jerusalem Council
- Proposing implications resulting from union with the resurrected Christ (Col. 3); developing a plan for living as sojourner who resists temptation

### **Wisdom**

- Relating James' wisdom (ethical) teaching to Jesus' teaching in the Sermon on the Mount; explaining what Paul meant when he spoke of "redeeming the time"; inferring the content of Philip's evangelistic message as it relates to Isaiah 53
- Critiquing a piece of communication based on James 3:13–18; evaluating the responses of unbelievers to biblical positions
- Composing a journal entry describing how walking as a wise, Spirit-filled person ought to affect life at home, church, school, or work; sharing a personal experience of answered prayer that demonstrated God's sovereignty



**Culture—How should I live in the world?**

- Relating the church’s mission to its involvement in social and political issues; explaining the dangers of disconnecting practice from doctrine; analyzing the elements of Christ’s present reign using Psalm 110
- Evaluating the practices of burial and cremation; contrasting Christ’s present reign with Christ’s future reign
- Applying the realities of union with Christ and Holy Spirit empowerment to the problems of legalism, moralism, and antinomianism; applying Christ’s kingship to students’ own experience; constructing a plan for church involvement that will help students discover their spiritual gifts

**Evil—What is wrong with the world, and how can it be set right?**

- Explaining the problem of moral evil; analyzing the relationship between God’s holiness and God’s righteousness; explaining the effects of regeneration on human nature
- Evaluating the view that the body is inferior to the soul; evaluating the question “Why do bad things happen to good people?”; evaluating the view that this world will be destroyed in substance and replaced by a totally new world
- Defending the claim that God determines what is right and what is wrong; applying one’s status of being in Christ to one’s ability to please God; defending the doctrine of the finality of God’s judgment upon unbelievers

**History—Where is history headed?**

- Explaining the uniqueness of the church in relationship to the history of the people of God; relating the reasons for Jesus’ humanity to Genesis 1:26–28 and 3:15; relating the Creation Mandate to Christ’s millennial reign
- Applying one’s position as a sojourner to one’s lifestyle; defending the teaching that the blessings of the redeemed are both spiritual and physical; defending the church’s responsibility and authority to maintain purity in doctrine and life

**Purpose—What is my purpose in life?**

- Relating God’s goal to the students’ goals for their lives; explaining the relevance of Pentecost for today; explaining the nature of the bodily resurrection; relating the place of humans to the place of angels in God’s creational order
- Applying the work of the Holy Spirit to students’ own daily walk with God; applying the idea of glorifying God to their enjoyment of God; applying the importance Scripture places on the body to their view of the body

**Reality—What is ultimate reality?**

- Explaining how the Trinity solves the one-many problem; analyzing the role of the Holy Spirit in the statement “All things are of the Father, in the Son, and by the Holy Spirit.”
- Evaluating various solutions to the one-many problem; evaluating the claim that God created the world because He was lonely; contrasting the independence of God with the dependent nature of creation
- Defending the claim that doctrine is fundamentally about God; defending the necessity of a triune God; defending the necessity of the Creator-creature distinction

**Truth—How do you know what is true?**

- Explaining that a person must know and love God to rightly learn doctrine; explaining the purposes of general and special revelation; explaining why circular reasoning is unavoidable with any ultimate authority; explaining how affections drive cognition
- Evaluating faulty views of general and special revelation; evaluating current challenges to Scripture’s sufficiency; evaluating the state motivations of theistic evolutionists seeking to harmonize the Bible and evolution
- Defending the Bible’s inerrancy and infallibility against alleged discrepancies; defending the claim that the sixty-six books of the Old and New Testaments are the Word of God; applying Scripture’s sufficiency to students’ own needs in life



**Worldview & Foundations**

- Summarizing the basic claims of a biblical worldview; comparing and contrasting various definitions of worldview; explaining the meaning of the claim that the Bible is the foundation for human knowledge
- Evaluating how people in general understand the basic claims of a biblical worldview; evaluating two common forms of the two-story view; evaluating secular foundations for knowledge
- Defending the claim that everyone has a worldview; defending the claim that story is the central component of a worldview; arguing for the existence of God to atheists using the “two complementary moves.”

**The Big Story—Creation, Fall, Redemption**

- Inferring creational law from the narrative of Genesis 1; explaining the significance of sin being the distortion of creation; analyzing current cultural issues using “difference” and “dissolution”
- Contrasting the Bible’s view with the views of pantheism, dualism, deism, and MTD; evaluating attempts to discern structure and direction in particular issues; evaluating the claims of dominion theology
- Defending the claim that creational norms are just as real as laws of nature; defending the claim that the physical effects of the fall are just; defending the claim that the goal of God’s work of redemption is restoration

**Gender & Family**

- Summarizing the four foundational creational norms for gender; relating the Bible’s teaching on identity, grace, and repentance to male chauvinism, transgenderism, and male passivity; analyzing creational norms for marriage
- Comparing and contrasting two definitions of gender; evaluating current gender controversies; contrasting a current common view of love with the Bible’s view of love; evaluating the difficulties families face today for their departure from creational norms
- Defending the claim that Jesus’ life and ministry confirmed the creational teaching of Genesis 1–3 on gender; constructing a personal plan for pursuing godly manhood or womanhood; proposing practical ways of helping people overcome sin’s effects on marriage

**Science & Technology**

- Analyzing the five key creational norms that hold for science; summarizing the biblical data regarding the Fall’s effects on human knowledge; explaining why it is important to affirm the Creator-creature distinction
- Evaluating the problems facing science today for its departure from creational norms; assessing the relationship between faith and knowledge; evaluating current problems with technology for their departure from creational norms
- Defending the claim that Christianity provides a worldview necessary for science to thrive; defending the claim that the current debate between science and the Bible is not primarily about evidence; arguing for a biblical worldview against positivism using the two complementary moves

**Government & Politics**

- Summarizing Aristotle’s view of the purpose, structure, and limits of government; summarizing six creational norms that hold for government; summarizing the four Christian virtues of political engagement
- Evaluating the claims of Christian nationalism; evaluating liberalism using the two complementary moves; contrasting classical liberalism and progressive liberalism
- Defending the claim that Christians should try to understand what Aristotle taught about government; defending the claim that God expects government to deliver the poor from oppression; proposing ways for a church to engage in acts of mercy that also proclaim the gospel

**Arts & Beauty**

- Explaining the origins of beauty and human artistic expression; explaining what is at the root of the Fall’s effects on the arts; explaining why it is important for worship to be hospitable
- Contrasting entertainment and worship; evaluating the challenges facing the arts; evaluating

problematic elements in classicism, postmodernism, and popular culture

- Defending the claim that art requires and rewards contemplation; applying the Bible's teaching about the Fall to current issues related to the arts; defending the claim that, in a biblical world-view, beauty is objective and subjective

## GRADE 12: ETHICS (1ST ED.)



### Authority

- Explaining the basis for ethics in the character of God; summarizing the biblical teaching on God's authority over life and death; explaining the necessity of each component of the ethical method working together; explaining how faith must be grounded in the proper authority to be virtuous
- Evaluating the deontological approach as finding its authority in something other than God and His Word
- Analyzing how the Mosaic law relates to Christians under the New Covenant

### Creational Order

- Explaining the role of creational norms; summarizing the biblical teaching on procreation and birth control; summarizing the biblical teaching on the national and individual treatment of immigrants
- Explaining how the Fall disrupts the functioning of the creational norms in the world; evaluating pacifism and realism based on biblical teaching
- Proposing how creational norms are discovered; defending the sanctity of human life from conception

### Man's Chief End

- Identifying ways in which diligence, faithfulness, and courage can be misapplied to wrong goals; explaining the importance of Christlikeness to growing in virtue; relating blessedness to man's chief end; relating seeking the kingdom of God to man's chief end
- Evaluating the consequentialist approach of ethics; contrasting the virtue of hope with a utilitarian ethic; evaluating the societal consequences of unbiblical views of race; assessing the personal and societal consequences of rejecting God's design for human sexuality and gender
- Analyzing the societal consequences of unbiblical views regarding murder, manslaughter, and self-defense

### Virtue

- Explaining why the image of God in man is key for human virtue; analyzing the place for virtue in biblical ethics; explaining how love for God motivates ethical choices
- Evaluating the virtue ethics approach; distinguishing Christian integrity from legalism, moralism, and authenticity; describing the effects of the Fall on human nature; assessing the virtues necessary to resist vices
- Formulating a plan for living virtuously; formulating a plan to grow in love; formulating a biblical position regarding immigrants and ethical immigration policy

### Wisdom

- Relating gaining wisdom to the observation of God's creation; explaining the importance of understanding the context of ethical choices; relating wisdom to applying creational norms to the Christian life; relating wisdom to God's law
- Contrasting the virtue of prudence with the vices of rashness and cunning; assessing a response to a couple struggling to decide whether to have children; evaluating the practice of paying people for organ donation
- Formulating a biblical response to someone who is considering an abortion or to someone who has already had one; defending the need for discernment regarding the consequences of scientific research and applications; giving examples of how prudence relates to ethical decision-making and ethical living





**Design in Nature—Why do things work together the way they do?**

- Affirming the intricate design in the world; explaining how God designed each part of nature to work together; explaining that seasonal patterns exist by God’s design
- Critiquing the claim that there is no evidence for God’s design in nature; evaluating the view that pain, suffering, and death are not results of mankind’s fall into sin; relating the work of engineering to the commands of Genesis 1:28
- Defending the claim that sin caused things in this world not to work together as they should; explaining from the Bible that God will restore creation; applying knowledge about the human body to give praise to God

**Human Element—Who are we? Why are we here?**

- Explaining how God created the first man and woman; relating the importance of humans to the Bible’s teaching about the image of God (Gen. 1:26–27); explaining that God made people to rule over His creation (Gen. 1:28)
- Evaluating the treatment of people made in God’s image; evaluating the statement that people are no different from animals
- Determining who we are and why we are here; formulating a plan to treat another person with love, care, and respect

**Origins—Where did our world come from?**

- Affirming that the Bible is reliable for telling us how the world began; summarizing the events of the Creation week; relating the growth of weeds and other unwanted plants to Genesis 3:17–18 and how the Fall affected plants
- Evaluating views that claim that the world came into existence without God; explaining from Genesis how the Fall affected plants; evaluating a view of how the earth, sun, moon, and stars formed
- Praising God for how He created the world and people; creating a song of praise for God’s creation; defending the biblical account of God as Creator of the world

**Purpose of Science—Why is science important?**

- Relating science to the Creation Mandate (Gen. 1:28); explaining from biblical truth why science is important; explaining how people learn about God’s world
- Evaluating the view that science is the most reliable source of truth; contrasting the trustworthiness of Bible promises with the trustworthiness of scientific predictions
- Summarizing the value and limits of science; explaining how the Bible has influenced science; inferring from Scripture that weather predictions help us to prepare for the future



**History of Nature—Where did our world come from, and how has it changed?**

- Explaining that God created a perfect world in six days; affirming that the Flood drastically changed Earth’s surface and produced the fossil record; explaining the origin of matter using Genesis 1
- Evaluating the claim that the universe originated in the Big Bang; evaluating different worldviews of the origins of the solar system; comparing and contrasting different views of how most fossils formed
- Proposing ways to think biblically about the big changes that are evident on the earth’s surface; explaining the appearance of change in nature in light of the Bible rather than evolution; formulating a biblical view of origins

**Order in Nature—Why do things work together in nature?**

- Affirming that God made the different parts of nature to work together; explaining using Genesis 8:22 that God created the seasons; explaining how the circulatory system and the respiratory system work together according to God’s design
- Evaluating the claim that the order we observe has developed slowly over time, without God; attributing the problems we see in nature to the Fall and sin; evaluating a naturalistic explanation of predators and prey
- Defending the idea that God made the world so that its parts work together beautifully; formulating a biblical statement that God designed animals and where they live to work together so they can survive and grow; developing a biblical response to a rainy day using Psalm 147:7–8

**Importance of People—Why are people important?**

- Affirming that people are the most important part of creation; explaining that learning about friction can help us use it in ways to help others; explaining why healthy eating and exercise are important
- Evaluating the claim that animals and people have a common ancestor; evaluating the belief that people are advanced animals; evaluating eating habits
- Distinguishing characteristics that people share with animals from characteristics that are unique to people; formulating a statement from Matthew 22:37–39 to explain how recycling helps people obey God’s commands; composing a prayer of praise to God for His design of the human body systems

**Purpose of Science—Why is science important?**

- Defining science as the study of God’s world; explaining from Genesis 1:28 why accurate measurement is important; explaining why people should conserve natural resources
- Evaluating the claim that science gives final answers; evaluating how people impact habitats; evaluating the conclusions some people draw from fossils
- Defending the use of science for fulfilling the Creation Mandate; applying the steps of the scientific method to an investigation; formulating a statement explaining how conserving natural resources is obeying God



**Design in Nature—Why do things work together in nature?**

- Attributing the design of the human body to God’s creation; explaining the elegant interaction of natural forces as resulting from God’s design in creation; explaining that God designed patterns of movement in the solar system
- Critiquing the claim that cells, tissues, organs, and systems in the human body are all products of evolution; comparing and contrasting views of adaptation
- Formulating a biblical explanation of why birds reproduce after their own kind; proposing why photosynthesis occurs using biblical teaching

**History of Nature—Where did our world come from, and how has it changed?**

- Explaining that the world began with God’s special act of Creation in six literal days; explaining why there are marine fossils on mountains; explaining, using biblical teaching, why there were no carnivores before the Fall
- Evaluating the claim that gradual erosion over millions of years has produced all the major geological features; comparing and contrasting different views of how and when most fossils formed; comparing and contrasting different worldviews on the origins of the solar system
- Defending the claim that the fossil record shows that animals have adapted but not evolved; defending the claim that climate change has limits, using Genesis 8:22; formulating a biblical explanation for how we know that God created force

**Importance of Humans—Why are people important?**

- Explaining that people are important because they are made in God’s image; relating the wise use of Earth’s resources to the Bible’s command to love one’s neighbor; explaining why it is important to conserve soil
- Evaluating the claim that people are highly evolved animals; critiquing evolution for its failure to provide a basis for ethics
- Proposing ethical solutions to problems faced in science; explaining how the Bible can be used to determine right and wrong in science; comparing humans and mammals

**Purpose of Science—Why is science important?**

- Explaining why people should care for reptiles; identifying science as an essential tool for exercising dominion over the earth; explaining why understanding different kinds of animals is important for caring for them
- Assessing the limits of science for interpreting the world; evaluating the neglect of an ecosystem
- Supporting the statement that understanding electromagnets has helped people solve real-life problems



**Design in Nature—Why do things work together in nature?**

- Explaining how thorns benefit some plants; drawing conclusions about the open-and-close trait of a pinecone and the tree’s ability to reproduce; explaining God’s design for plant reproduction
- Evaluating explanations about why humans have bones, muscles, and joints; comparing and contrasting how humans, animals, and plants get their energy
- Communicating how the design solves the problem; formulating a plan to maintain healthy bones and muscles; giving examples of God’s design for organisms that help each other to survive and grow

**History of Nature—Where did our world come from, and how has it changed?**

- Identifying what energy is and where it came from; describing the history of information transfer; explaining why organic material can be found in some sedimentary rock
- Evaluating different views of the origin of thorns; comparing and contrasting views of the origin of bioluminescence; differentiating between a naturalistic view and a biblical view of rock layer and fossil formation
- Proposing how and when fossil fuels formed from a biblical perspective; relating the eruption of Mount St. Helens to the changes that occurred to the earth’s surface during the Genesis Flood; defending how we know that a worldwide flood will not happen again

**Importance of Humans—Why are people important?**

- Explaining why simple machines are beneficial; describing the benefits of renewable resources; communicating how the design solves the problem
- Inferring why knowing about the friction of various surfaces is beneficial; evaluating the use of renewable resources
- Recommending one way to improve healthy food choices; creating a poster that explains why it is important to study natural hazards; drawing conclusions about the importance of knowing how many particles are in the air

**Modeling in Science—Are assumptions based on biblical principles?**

- Relating scientific modeling to describing God’s world; drawing conclusions about bones of the human skeleton using the model
- Evaluating the model’s representation of the bones and their movement; comparing the human eye model to the human eye
- Modeling the organs that make up the digestive system; applying a biblical worldview to the course topics of living things, energy, motion, work, the earth, and the earth’s natural resources

**Purpose of Science—Why is science important?**

- Drawing conclusions about the importance of keeping watersheds clean; communicating how the design solves the problem; identifying reasons and ways to conserve the earth’s water
- Evaluating a negative view of the effect of air temperature or wind on the speed of water evaporation; evaluating the importance of conserving natural resources
- Composing a statement that shows how you could use the knowledge of motion and energy to obey God’s commands; suggesting ways to reduce, reuse, and recycle resources; making a recommendation for how land containing a watershed should be used





**History of Nature—Where did our world come from, and how has it changed?**

- Identifying what energy is and where it came from; explaining why organic material can be found in some sedimentary rock; explaining the origin of the rainbow and its purpose
- Evaluating explanations for external insect structures; evaluating different worldviews regarding the origin of light; comparing and contrasting views of the origin of bioluminescence
- Proposing how we know that a worldwide flood will not happen again; relating the eruption of Mount St. Helens to the changes that occurred to the earth’s surface during the Genesis Flood; defending a biblical view of how and when fossil fuels formed

**Design in Nature—Why do things work together in nature?**

- Relating photosynthesis to God’s design for living things; explaining how thorns benefit some plants; describing how God designed some organisms to survive and grow in harsh environments
- Evaluating explanations about why humans have bones, muscles, and joints; comparing and contrasting how humans, animals, and plants get their energy
- Formulating a plan to maintain healthy bones and muscles; communicating how the design aids vertebrates in adapting to survive predators; giving examples of God’s design for organisms that help each other to survive and grow

**Importance of Humans—Why are people important?**

- Identifying types of nutrients the body needs; explaining why simple machines are beneficial to humans; communicating how the design solves the problem and protects people in an earthquake
- Defending the idea that Christians should be concerned about limiting the effects of natural hazards; proposing a plan for using an inclined plane to help others; recommending one way to improve healthy food choices

**Purpose of Science—Why is science important?**

- Inferring why knowing the effect of surface area on the speed of water evaporation is beneficial; identifying reasons and ways to conserve the earth’s water; explaining how the wheel and axle and the pulley are beneficial
- Evaluating the ways people’s activities relate to erosion; evaluating the importance of conserving natural resources; evaluating interpretations of the benefits of water evaporation
- Suggesting ways to reduce, reuse, and recycle resources; composing a statement that shows how you could use the knowledge of motion and energy to obey God’s commands; making a recommendation for how land containing a watershed should be used

**Modeling in Science—Are assumptions based on biblical principles?**

- Relating scientific modeling to describing God’s world; communicating how the graph compares to the ocean floor model
- Evaluating the model’s representation of the bones and their movement; comparing the human eye model to the human eye
- Drawing conclusions about bones of the human skeleton using the model; modeling the organs that make up the digestive system



**God is the Creator of all things.**

- Attributing the orderliness of nature to God’s work of Creation; summarizing why Earth experiences seasons; explaining how the parts of the central nervous system work together; describing cell theory
- Evaluating various misuses of God’s creation (e.g., abusing drugs); critiquing the claim that natural disasters prove there is no Creator; comparing the effects of ice erosion with other kinds of erosion

**God placed people on Earth to rule in His place.**

- Identifying uses of DNA testing; explaining how a rocket uses thrust to launch; explaining why genetic diseases are not easy to cure
- Evaluating various methods for mitigating an oil spill based on observations from an experiment; comparing and contrasting renewable sources of energy; relating the practice of reusing, reducing, and recycling to the biblical command to exercise dominion
- Writing a research article about a medical discovery

**People are important to God.**

- Explaining why God places a high value on human life; explaining how people are similar to and yet different from other living organisms; explaining why worms can be both helpful and harmful to people
- Recognizing that disease is a consequence of Adam’s sin; evaluating certain behaviors based on what they do to the human body
- Defending the claim that humans have the right to change nature in order to meet their needs; researching and presenting a speech honoring an inventor

**What is a Christian worldview in science?**

- Explaining the interrelationships of science concepts; explaining the influence of worldview in the practice of science; describing Mendel’s experimental procedures and conclusions
- Comparing and contrasting various scientific models to nature; recognizing why scientific inferences are not always accurate; differentiating fact from opinion
- Distinguishing scientific models from the truth of the Bible; summarizing the limitations of scientific knowledge; practicing a scientific method in experimentation



### **The Appearance of Design in Life**

- Explaining the structures and functions of cells; giving evidence that life is divinely engineered
- Contrasting the view that the structures of the cell are engineered with the view that they have evolved; comparing gene structure and function with engineered systems
- Defending the claim that DNA and gene structure and function are evidence for divine design; refuting an evolutionary explanation of speciation using a biblical explanation of speciation; synthesizing scientific observations and biblical teaching on divine design to explain death and suffering in the biosphere

### **Biology and Ethics**

- Explaining why the Bible is the ultimate authority in determining ethical behavior; identifying biblical principles and biblical outcomes as the main criteria for ethical decision-making; explaining the danger of performance-enhancing drugs such as diuretics
- Distinguishing legitimate uses of plants from illegitimate uses based on biblical teaching; evaluating the ethics of cloning and gene therapy; evaluating blood and organ donation based on biblical teaching
- Formulating a Christian response to the challenges posed by human population growth; proposing solutions to reduce head trauma in sports; recommending a solution to an issue regarding environmental usage

### **Gender Identity and Human Sexuality**

- Summarizing the biblical teaching regarding gender and sexuality
- Evaluating the current gender crisis based on a biblical worldview
- Formulating a Christian view of gender identity and human sexuality

### **History of Life**

- Explaining the origin of ethnic differences based on the narrative of Genesis and using population genetics; explaining why a person's worldview affects his construction of a history of change in life on Earth
- Contrasting explanations for the origin of slime molds; evaluating claims regarding the origins of protists and fungi; evaluating alternative views of origins
- Defending the internal consistency of Creation theory against that of evolutionary theory; demonstrating from Scripture that all humans deserve care regardless of skin color

### **The Role of Modeling in Life Science**

- Explaining how life science uses models; explaining why cell theory is considered a scientific model
- Comparing and contrasting the modern, Linnaean, and baraminological classification systems; evaluating the ability of origin theories to predict or interpret the evidence of change in living things

### **The Role of Worldview in Life Science**

- Explaining the significance of the Creation Mandate as it relates to life science; defining worldview
- Contrasting a naturalistic worldview with a biblical worldview; evaluating environmentalism according to a biblical worldview
- Defending the claim that a person's worldview affects the way in which someone classifies organisms; defending the claim that there is only one human race; justifying the pursuit of science from a biblical worldview



### **Earth, Created for Life**

- Explaining why Earth is well-suited for life; describing how the special zones in the atmosphere are evidence of God's good design; explaining how Earth's design helps humans explore the heavens
- Evaluating the risks and benefits of manned space exploration; comparing and contrasting Earth to the other planets; evaluating the risks and benefits of ocean exploration
- Arguing the significance of humans in a vast universe; synthesizing Scripture's teaching with concern for the ozone and atmosphere

### **Earth Science and the Glory of God**

- Explaining how earth science declares God's glory; explaining why Christians do science
- Evaluating the impact of worldviews on earth science; comparing and contrasting a secular worldview and a biblical worldview
- Defending the idea that earth science can play a role in God's work of redemption; proposing ways that a Christian can live for the glory of God in various earth science-related careers (e.g., seismologist, volcanologist, sedimentologist, pedologist, oceanographer, speleologist, or climatologist)

### **God's Word and the Earth's Age**

- Summarizing the Bible's treatment of the earth's origin and history; explaining the dangers of viewing the history of the earth as very old and as the product of natural processes; explaining why creating a history of the world depends on one's assumptions about the beginning of the world
- Evaluating the effectiveness of the old-earth story in accounting for the evidence; evaluating the scientific problems with the old-earth origin theory of the earth; comparing and contrasting the arrangement and significance of the old-earth and young-earth geologic columns
- Defending the claim that the earth is thousands (not millions) of years old; providing examples of geologic observations today that show that the earth has changed in the past and is changing today

### **Earth Science and the Creation Mandate**

- Explaining why Christians should be concerned about the environment; relating the study and use of minerals to exercising dominion; describing how geology is used
- Evaluating the risks and benefits of using fossil fuels; critiquing worldview assumptions behind global climate models; evaluating current fears of climate change; assessing the best uses of tides for generating electricity
- Proposing ways to use streams wisely; assessing the importance of space exploration

### **Earth Science as Modeling**

- Explaining how models are important to science; explaining how mapmaking is modeling; inferring from the global distribution of volcanoes the amount of volcanic activity during the Genesis Flood; analyzing potential causes for climate change
- Comparing and contrasting the secular and creationary theories of plate tectonics; evaluating the feasibility of the rock cycle from within a young-earth view of Earth's history; critiquing worldview assumptions behind global climate models
- Refuting the assertions made in defense of the rock cycle; synthesizing evidence of mass extinctions in the fossil record with a biblical view; formulating a Christian perspective of climate change





### Science and Dominion

- Explaining that God created people to subdue the earth using physical science (physics and chemistry); relating the use and development of simple machines to the Creation Mandate; explaining how even mundane work in science declares God's glory
- Evaluating man-centered reasons for using physical science; distinguishing Christian and secular views of the purpose of science; assessing the hidden costs of the usage of salt or a brine solution to prevent roads from freezing
- Defending efforts to conserve energy based on a biblical worldview; justifying the use and development of simple machines based on the Creation Mandate; justifying applications of nuclear changes

### Science and Ethics

- Relating the ethical treatment of humans to the biblical teaching of the image of God; explaining how we can protect people from exposure to radiation; explaining the importance of nutrition in a fast-food society
- Contrasting scientific naturalism's view of the importance of humans with biblical teaching; evaluating the positions for and against generating energy from nuclear sources
- Formulating a biblical pattern for answering ethical questions raised in the practice of science; justifying the use of medications; formulating a position on motorcycle helmet usage from a Christian perspective

### Modeling

- Explaining that models are simplified representations of nature that are useful for making predictions; identifying physical science as the work of making and using models; explaining why we still use Newtonian mechanics for studying motion even though it is a less workable model
- Evaluating secular societies' overconfidence in scientific models; evaluating how well models of matter represent physical matter; comparing and contrasting various thermodynamics theories
- Defending the claim that models do not provide final answers; formulating a position on the strengths and limits of science; justifying the continued use of the Bohr model of the atom

### Pursuit of Science

- Explaining why it is important for scientists to accurately report data; relating the properties of buffers to how they can benefit people; relating the norms governing scientific work to the way God made humans and the natural order
- Evaluating how fallen humans usurp these laws and norms for their own purposes; critiquing secular perspectives as distortions of the work of science
- Defending a Christian pursuit of science as the normative approach to science; formulating a Christian position on the use of social media for sharing imagery; justifying the statement "Visible light is special only because we were created."

### Order in Nature

- Listing evidences of order in nature; attributing the orderliness of nature to God's good design; explaining why we approach science in an orderly fashion
- Evaluating modern scientific views regarding order in nature; identifying contradictions between a naturalistic worldview and the assumptions of the scientific method
- Inferring assumptions of design in various instances of scientific thinking; proposing reasons for the use of AC and DC based on strengths and weaknesses in harnessing electricity



### **Design**

- Explaining how biotic and abiotic factors work together to sustain life; relating photosynthesis to life in the biosphere according to Genesis 1:29–31
- Evaluating a statement on the probability that life exists on other planets; evaluating the prevailing cultural views of race and gender in light of biological facts; evaluating the culture's view of love and human sexuality
- Formulating a statement on the significance of the predictability and orderliness of ecosystems; refuting the claim that mutation-based diseases are a challenge to the existence of God; defending the claim that birds are designed for flight

### **Ethics**

- Recalling the biblical ethics triad; summarizing the process by which a Christian analyzes ethical issues; explaining the principles of secular bioethics
- Analyzing the ethical model of bioethics regarding abortion; evaluating the use of puberty blockers using the principles of bioethics; evaluating the use of artificial nutrition and hydration using the principles of bioethics
- Formulating a position on CRISPR technology using the biblical ethics triad; comparing and contrasting the conclusions, foundation, and logical consequences of the two frameworks of ethics for this issue; formulating a position on genetic enhancements in food crops using the biblical ethics triad

### **Foundations**

- Explaining the need for a worldview in the study of biology; explaining how chemistry can be used to help living things, especially people; giving examples for exercising dominion using the process of photosynthesis
- Comparing how naturalists and Christians view biology; evaluating bias in the field of ecology; evaluating how believers should view the study of the body; relating modern cell theory to the changing nature of models
- Responding to the evolutionary argument that systematics is used to support evolution; creating a plan for engaging others in a discussion about evolution; responding to the evolutionary claim that multicellular organisms came from unicellular protists

### **Modeling**

- Explaining the role of modeling in biology; analyzing responses to the spread of COVID-19
- Evaluating arguments about changes in the environment; evaluating the models of genetic change; comparing the modern synthesis and biblical creation models
- Defending the special status of mankind within the biblical creation model



### Community Obligations in Chemistry

- Relating God's command to love our neighbor (Matt. 22:39) to enriching people's lives through chemistry; explaining the importance of water treatment; explaining how colligative properties are used to benefit people
- Critiquing scientific contributions that devalue communities; evaluating the use of plastics
- Formulating a biblical position regarding the beneficial use and development of chemical technology; proposing ways to enrich people's lives through chemistry

### Chemistry and Man's Use of the Environment

- Relating advances in chemistry to our obligation to manage God's creation in His name (cf. Gen. 1:28)
- Evaluating governmental policies and scientific practices that are irresponsible uses of God's creation; evaluating the use of plastics
- Formulating a biblical position regarding controversies related to the use of the environment (e.g., greenhouse gases and electric cars); proposing solutions to specific problems that impact the environment (e.g., cleaner and safer sources of energy)

### Applied Ethics in Chemistry

- Summarizing the process for making ethical decisions on the basis of biblical principles, biblical outcomes, and biblical motivations; explaining why accuracy and precision are important in relation to ethical uses of chemistry; relating God's command to love our neighbor (Matt. 22:39) to the process of making ethical decisions in chemistry
- Critiquing the practice of withholding information about risks in the chemical industry; evaluating policies and scientific practices that endanger others; evaluating the practice of recovering rare earth metals from hazardous waste
- Proposing ethical solutions to problems raised by advancements in chemical technology and scientific practices; formulating a position on the use of medical marijuana; constructing a position on building a nuclear plant near a local community

### Foundations of Chemistry

- Attributing the universe's origin, matter, and activity to God's creational design; explaining why orderly problem-solving is important in chemistry; explaining how a scientist's worldview affects his work
- Critiquing secular scientific theories and views of matter, energy, and origins; evaluating misconceptions about certainty in measurement; evaluating the theory of the heat death of the universe
- Developing a biblical view of interpreting scientific data; formulating a response to the theory of abiogenesis from a biblical worldview

### Models in Christianity

- Explaining how God's creation of humans enables them to model His world; identifying the goal of modeling as workability; explaining how changes to the atomic model made the model more workable
- Evaluating the purpose, accuracy, and limitations of scientific models; demonstrating how worldview affects assumptions about conclusions drawn from various models used in chemistry; comparing atomism and the continuous theory of matter
- Formulating a biblical view of modeling's influence upon scientific knowledge; proposing ways to model radioactive decay



### **Ethics in Physics**

- Explaining how the development of Forrest Bird's respirator helped many who had respiratory ailments; analyzing the challenges of doing physics; analyzing the effects of air conditioning on American culture
- Evaluating the effectiveness of humanitarian airdrops; evaluating the ethics of information security to prevent identity theft
- Formulating a position on the role of government in civil engineering; developing a position regarding when to evacuate for hurricane; formulating a position on using mirrors for geo-engineering to reduce global warming

### **Foundations of Physics**

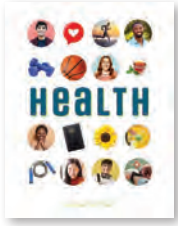
- Explaining the purpose and limitations of scientific instruments; justifying the study of physics from the perspective of a biblical worldview; explaining why bioluminescence is unique
- Comparing accuracy and precision; evaluating scientific theories as they relate to entropy; analyzing the problems and uses of radiometric dating
- Defending the position that the magnetosphere is evidence for Earth's good design; formulating a position on the nature of scientific knowledge on the basis of the double-slit experiment

### **Environment and Physics**

- Explaining how space exploration partly fulfills the Creation Mandate; explaining the phenomenon of lake turnover
- Evaluating the ethics of hydroelectric dam construction on the basis of biblical teaching; evaluating the implementation of wind power on a large scale
- Formulating a position on the development of a smart grid for the US electrical system; evaluating the use of technologies creating sound pollution near populated areas

### **Models in Physics**

- Analyzing data on vehicle speed and braking distance; explaining how Millikan's experiment refined the model of how electricity works; relating the quantum theory of energy to the development of models
- Evaluate the statement "Newtonian physics describes how motion in the real world works"; assessing the workability of the albedo model in describing reality; evaluating the statement "The electron is part of a model, and since the Bible doesn't mention models, they are most likely not real."
- Proving that the principles of motion model Saturn's system of moons well; modeling the speed of sound in the atmosphere



### Identity

- Relating physical, mental, and social health; summarizing a biblical view of disabilities; describing social and emotional changes that occur during adolescence
- Evaluating views of personality and self-image; evaluating prenatal discrimination against those with intellectual disabilities; evaluating modern views of gender
- Synthesizing how personality and self-image affect overall health; proposing strategies to prevent communicable (infectious) and noncommunicable (noninfectious) diseases; formulating a biblical view of gender

### Relationship

- Analyzing effective communication skills that enhance health; explaining the importance of family and peer relationships; describing how positive role models can influence teenagers to avoid substance abuse
- Assessing the impact of alcohol on the individual, family, and society; contrasting biblical and secular views of conservation; evaluating communication skills in asking for assistance to enhance health
- Applying refusal, negotiation, and collaboration skills to avoid or reduce health risks; suggesting ways to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior; demonstrating communication skills to resist negative peer pressure

### Discernment

- Comparing personal health practices to research-based guidelines; describing the connection between the proper and safe use of prescription medications and overall health; compiling valid information and local options regarding types of physical activity
- Evaluating the influence of culture and society on the misuse and abuse of prescription medications in school, sports, or entertainment; evaluating health information, products, and services; assessing personal choices in physical activity; evaluating the health messages delivered through media and technology
- Proposing appropriate use of self-defense; creating a one-week exercise plan that meets recommended guidelines; creating a proposal to advocate for health improvement

### Ethics

- Summarizing the parts of the biblical ethics triad; explaining techniques for health care in crisis situations (including first aid and CPR); describing a biblical position on the use of birth control
- Evaluating the role of adoption, fostering, and IVF in cases of infertility; evaluating a position on marijuana use; evaluating a position regarding abortion
- Formulating an argument regarding organ donation; synthesizing a biblically balanced approach to a specific disability based on the strengths of the medical and social models of disability, using the biblical ethics triad; formulating a position on fracking

### Virtue

- Identifying strategies to manage symptoms of depression and loss; analyzing what the Bible says about money; relating character and motivation to true success
- Comparing and contrasting the medical and biblical models of diagnosis and treatment of mental disorders
- Designing a plan to manage stress according to biblical principles; designing a plan for maintaining good mental health that prioritizes biblical practices; defending abstinence before marriage using biblical principles



**Church**

- Affirming that God created people to worship and serve Him; explaining why a church is an important part of a community; explaining how George Whitefield influenced the American colonies
- Defending the value of the church for families; inviting people to worship and serve God

**Citizenship**

- Affirming that citizens have both responsibilities and rights; explaining how citizens must work together in communities
- Applying rights and responsibilities of an American citizen to specific situations; creating a model community; planning how to make a decision as a citizen

**Family**

- Affirming God's design for the family; explaining how the first family is an example of what families should be like
- Identifying the Fall's effects on the family; deciding whether he or she is doing the job assigned by God
- Proposing ways to fulfill one's God-given role in the family; affirming the God-given roles of fathers, mothers, and children

**Government**

- Affirming that God created government to ensure order and justice in society
- Evaluating how technology can be used in ways that are helpful and harmful; evaluating George Washington as a leader based on the Bible's teaching about government
- Relating the role of laws to wisely saving and using natural resources for everyone to enjoy; explaining how good laws can ensure justice in society

**Work**

- Affirming that God created humans to work; explaining that work should both take care of the world and transform it to meet human needs; explaining how students benefit from other people's work
- Evaluating the use of natural resources in a fallen world
- Creating a plan to help others through work; connecting interests and abilities God has given him or her with possible jobs; creating a plan to minimize trash by reducing, reusing, and recycling resources at home





**Citizenship**

- Describing the rights of United States citizens; identifying American core values of freedom, equality, individualism, and growth; describing responsibilities of United States citizens
- Assessing the impact Norman Rockwell had on American communities; evaluating problems that arise when citizens violate each other's rights and neglect their civil duties
- Proposing solutions to problems that arise when citizens violate each other's rights; suggesting ways to get involved in the local community

**Culture**

- Describing the biblical foundation of culture; explaining how the Fall has affected culture; explaining how communities were changed by the ministry of Jonathan Edwards
- Evaluating ways that people develop cultural core values contrary to biblical teaching; evaluating the impact of technology on a culture
- Defending the need for Christians to be salt and light in their cultures; proposing good and wise ways to think about and practice core values; assessing the impact of sharing the gospel on a culture

**Economics**

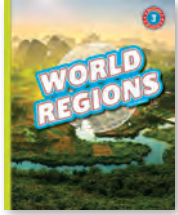
- Explaining the importance of work; explaining how producers and consumers help each other; describing how to make good choices with money
- Evaluating work and making money; assessing the importance of a strong work ethic in building a business
- Formulating a biblical approach to work; formulating a biblical position on natural resource use; writing a biblical response to a case study involving scarcity

**Geography**

- Relating geography skills to the work of the Creation Mandate; relating caring for the environment with the development of communities
- Assessing the impact of disaster relief groups
- Proposing ways to help people who suffer from natural disasters

**Government**

- Explaining the biblical role of government; stating the purpose of a law; identifying basic functions of government
- Assessing the purpose of the Bill of Rights
- Proposing just solutions to social problems; relating the Bill of Rights to the biblical purpose of government



**Citizenship**

- Describing a good citizen as someone who fulfills their duties; comparing citizenship in different countries
- Evaluating the response of Cuban citizens to an unjust government; comparing and contrasting citizenship in Chile and Venezuela
- Proposing ways to be a good citizen; creating a plan to respond to a corrupt government

**Culture**

- Defining culture in a Christian way; relating culture to the Creation Mandate; attributing the development of African culture to language groups; relating common cultural heritage to Scripture
- Assessing the influence of religion on culture in Asia; comparing an emphasis on group culture in Asian societies with individualistic cultures in Western societies; analyzing how colonization influenced a culture

**Economics**

- Describing how resources can shape interactions between countries; relating the economics of Central America to its resources; assessing the impact of technology invented in a region; indicating the need to steward scarce resources
- Evaluating the treatment of workers in Asian countries; assessing leading industries in a region and why industries failed in another region; evaluating how resources are being used to benefit people and the environment

**Environment**

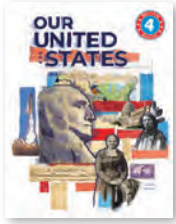
- Describing the physical regions of Africa; explaining how conflicts arise over natural resources; identifying how European countries are reducing oil usage
- Assessing the impact of natural disasters and human carelessness on an environment; evaluating the ways people have changed the environment
- Proposing ways to reduce damage from future natural disasters (i.e., tsunamis); formulating a plan to protect an endangered animal in Africa

**Government**

- Stating the biblical role of government; recalling the rights and civil duties that every government should protect and enforce; comparing and contrasting African governments and citizenships with biblical models
- Contrasting governments that protect their citizens' rights with governments that repress their citizens; evaluating the practices of the Mexican government; assessing the effectiveness of governmental responses to natural disasters
- Comparing and contrasting government and citizenship in Australia with government and citizenship in the United States; proposing changes in government that promote justice in a nation

**Religion**

- Describing basic religious teachings that originated in Asia; assessing the lasting cultural impact of a missionary on a region
- Comparing and contrasting traditional African religious teachings with biblical truth; assessing the impact of Christianity on African and European culture; evaluating Catholicism in Central America based on biblical teaching
- Proposing ways the students can be involved in the spread of the gospel; tracing the spread of the gospel from the Middle East throughout the world; creating a tract to spread the gospel

**Citizenship**

- Describing taxes and the role of citizens as a way of showing love to others; explaining patriotic acts demonstrated on 9/11; analyzing how a citizen of a state used his abilities for the welfare of others
- Evaluating slavery based on the biblical principles of justice and human dignity; listing reasons for difficulties in the economy of Rhode Island; analyzing important events from the civil rights movement in Alabama
- Identifying significant historical figures and their service to others in Virginia; proposing a way to help address a local environmental challenge

**Culture**

- Describing the Indian Removal Act of 1830; explaining the civil rights movement in the United States; describing significant components of American culture
- Evaluating cultural diversity in New York; evaluating the impact of urbanization and industry on the environment of New Jersey; assessing actions and attitudes during the civil rights conflict over the Little Rock Nine; evaluating the effects of gambling on Nevada's economy and culture
- Formulating ways citizens can work for change peacefully; recreating a historical artifact (i.e., coil pot); proposing actions that could have been taken to resolve conflict without relocating Native Americans; proposing habits of a healthy lifestyle in a culture

**Economics**

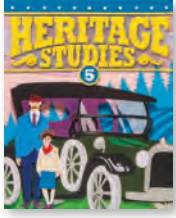
- Describing the Great Depression; describing a free enterprise economy; identifying major industries in North Carolina that improve the people's lives
- Relating the relationship of slavery to the early economy in the Southeast; evaluating gambling as a component of Kentucky's economy; evaluating Henry Ford's treatment of workers
- Formulating guidelines for compensating workers fairly; executing a plan that combines resources to meet a specific need in the community; proposing inventions to solve a problem

**Environment**

- Describing God-given natural resources in the state of Maine; describing wisely designed geographical features of a state; analyzing how Mississippi's environment affects its weather
- Assessing the impact of the coal industry on the history and economy of West Virginia; evaluating how people treat the environment and natural resources in Ohio
- Recommending ways for students to protect the environment and community; applying principles of wise stewardship to environmental concerns; proposing ways to direct worship to God through appreciation of the creation

**Religion**

- Identifying the regions in the United States and their religious leanings; identifying different religions in the United States; explaining the basic beliefs of religions
- Evaluating the shift from Protestantism in the past to Roman Catholicism today in Massachusetts; comparing and contrasting Amish beliefs and practices with biblical truth; evaluating the beliefs of Catholicism; analyzing the major religious influences in the West
- Proposing ways to impact culture in the Northeast with the gospel; formulating a response to the position that the Bible and tradition are equally important; formulating biblical responses to Mormonism; proposing ways to challenge a false religion with Scripture



**Equality**

- Distinguishing between equality and justice; evaluating Woodrow Wilson's Progressive policies; comparing the social classes in the colonies
- Evaluating the injustices that arise from denying equality before the law; examining the struggle for equality by Black Americans; relating why Hitler's hatred of the Jews was especially wicked
- Developing a biblical view of equality; participating in a mock summit negotiating between two countries

**Freedom**

- Explaining the nature of true freedom; explaining why Americans had more leisure time during the Gilded Age; relating freedom to responsibility; explaining the Arab Spring and why Obama chose to support it
- Evaluating various misunderstandings of freedom; evaluating how colonists responded to Parliament's laws; examining the Communist takeover of Vietnam and Cambodia
- Proposing ways to live by a biblical understanding of freedom; writing about kinds of entertainment that are personally acceptable based on Scripture

**Growth**

- Relating the American ideal of growth to the Creation Mandate; explaining how the space race was one way of fighting the Cold War; examining how Native Americans fulfilled the Creation Mandate
- Evaluating actions Americans have taken in their pursuit of growth; examining problems created by the urbanization of America; examining collective farming under Joseph Stalin
- Developing a biblical view of growth; writing an imaginative journal entry about immigrating to the United States in the late 19th century; planning a victory garden; making an infographic with information about malaria as well as possible steps to mitigate its spread

**Individualism**

- Explaining the importance of both individuals and communities; explaining the controversy surrounding states' rights during the Civil War period
- Examining Communism in light of what the Bible says; examining Mussolini's involvement in socialism

**Justice**

- Identifying the chief obligation of government as ensuring justice; explaining how the Spanish treated the American Indians; explaining problems of Jackson's presidency
- Evaluating events in US history according to a biblical view of justice; evaluating opposition to Reconstruction by the Ku Klux Klan; evaluating Germany's unrestricted submarine warfare

**Religion**

- Assessing the role of the Christian religion in the development of American culture; describing Hoover's solutions to the Depression and their effects; recognizing aspects of the Second Great Awakening
- Tracing the growth of secularism in the history of American culture; comparing and contrasting Virginia and the Massachusetts Bay Colony; evaluating the role of Christians during the Indian Wars



**The Bible and History**

- Relating ancient history and ancient artifacts to historical accounts in the Bible; describing the Hittite Empire and how it relates to the later Mesopotamian empires; analyzing the impact of Roman rule on the nation of Israel
- Relating the history of Israel to the histories of the surrounding cultures; comparing and contrasting details of the Epic of Gilgamesh to the biblical Flood account; evaluating a passage from 2 Maccabees based on authorship, intended audience, and purpose
- Using the Bible as a historical source; demonstrating the process used by archaeologists to draw conclusions about ancient civilizations; relating the image of God in man and the Creation Mandate to historical study

**Citizenship**

- Recognizing that citizens have rights and duties; relating rights and duties to the image of God in humans and to the Creation Mandate; categorizing the social classes of the Egyptian civilization; explaining why Buddhism appealed to the members of lower castes and the outcastes
- Evaluating civilizations that deny certain groups the rights of citizenship (e.g., the caste system); comparing the role of women in the Mayan culture to the role of women today; evaluating the Japanese view of citizenship during the feudal era; evaluating advantages and disadvantages of the feudal system

**Environment**

- Recalling that God made humans to rule over the earth; valuing the earth as God’s gift to the human race; identifying the geographic features that made Byzantium an ideal city for trading and a suitable capital for the Roman Empire
- Assessing how the Fall frustrates human dominion and civilization building; evaluating how civilizations have reshaped the environment; evaluating the influence that natural resources and geography had on the nomadic people of northern Africa

**Justice**

- Defining justice as doing right and respecting the rights of others; relating the idea of justice to the image of God in all humans; examining the concessions the patricians made to the plebeians; describing the significance of the Pax Romana
- Evaluating injustices in ancient civilizations (e.g., powerful leaders taking multiple wives, government officials murdering opponents); evaluating the consequences of the Spanish invasion of the Aztec civilization; comparing and contrasting Hammurabi’s Code with the Mosaic law
- Proposing ways to love other people because of the image of God in all humans; constructing a Venn diagram to compare and contrast ancient Sumer with ancient Egypt (e.g., governmental structure, social structure, occupations, and religion)

**Power**

- Defining power as a God-given ability to develop civilization from creation; relating the theme of power to the commands of the Creation Mandate; relating the key features of civilization to the commands of the Creation Mandate (e.g., organized cities, government, social class, job specialization, arts, sciences, literature, and religion)
- Evaluating abuses of power such as slavery and wars of aggression; analyzing a political cartoon; evaluating the influence the Crusades had on Western Europe; evaluating the use of power by the Fujiwara
- Proposing good and necessary ways to use power; applying factors that contributed to the collapse of the Roman Empire to critique modern American culture; creating a mosaic to appreciate Byzantine art

**World Religions**

- Defining religion as a system of basic values, beliefs, and behaviors that are directed in worship toward God and lived out in community with others; affirming that God created all people to worship and serve Him

- Evaluating the origins and beliefs of major world religions; explaining how false religion corrupts beliefs, values, and behaviors (e.g., belief in multiple gods, supposing that work is a curse, belief in salvation by works, belief in reincarnation)
- Tracing the spread of Christianity throughout the world; creating a model of and reporting the purpose for the tabernacle's furnishings; contrasting Christian beliefs with false religious beliefs

## GRADE 7: WORLD STUDIES (5TH ED.)



### Citizenship

- Summarizing events that contributed to the rise of feudalism; describing the major aspects of Incan civilization; explaining the principal ideas of the Enlightenment
- Analyzing the legal and constitutional contributions of England; evaluating the effect of religious differences on the politics and culture of North America; evaluating Marxism based on a biblical worldview
- Comparing and contrasting the American and French revolutions; applying principles of justice, power, and citizenship to a current political conflict; comparing and contrasting efforts to gain political independence in Asia and Africa

### Environment

- Explaining causes and consequences of the Great Famine of 1315; assessing Napoleon's reign and reforms; describing the important technological developments during the Industrial Revolution
- Assessing the impact of the Industrial Revolution on quality of life; evaluating the effects of a World War I on individuals and nations; examining the growth of urbanization
- Formulating a Christian view of discoveries in medicine and mathematics; defending the claim that conserving the environment and opposing radical environmentalism are compatible agendas; proposing responses to population trends in the twenty-first century

### Justice

- Comparing and contrasting how conservatism, liberalism, and nationalism uphold justice; tracing efforts to reform society in the nineteenth century; summarizing the course of the women's suffrage and temperance movements in Europe and America
- Evaluating the usefulness and limitations of the label "Pax Mongolica"; assessing European explorers' treatment of native populations; assessing the impact of Christianity on abolition; contrasting philosophies and goals of the Soviet Union and the United States in wartime
- Formulating a Christian view of interacting with diverse faiths in response to the Ottoman treatment of diverse populations within the empire; defending the role of Christianity in promoting a just treatment of workers; writing a biblical argument against the slave trade

### Power

- Explaining shifts in power between church and state during the high and late Middle Ages; describing the rise and expansion of the Mongol empire; describing political and religious consequences of the Reformation; explaining the use of absolutism by the Ming rulers
- Evaluating the use of power by feudal lords; contrasting the development of absolutism in Europe with the development of limited government; evaluating the abuses of the French Revolution; analyzing reasons why some Latin American countries failed to develop into stable nations
- Applying principles of power to a current political conflict; evaluating foreign influence and colonization in Southeast Asia and Korea; formulating a response to a crisis based on a biblical view of power; comparing and contrasting efforts to gain political independence in Asia or Africa

### Religion

- Analyzing how Jesus Christ is the central figure in world history and that every aspect of reality is connected to Him and His death, resurrection, and rule; describing the influence of religion on the code of chivalry; analyzing the role of Buddhism in the classical states of Southeast Asia; tracing the expansion of Islam in North and West Africa



- Assessing the impact of Black Death on Europeans' view of the Roman Catholic Church; evaluating religion in China; evaluating the Renaissance worldview
- Formulating an argument against Darwinism; applying lessons learned to the prevalence of para-church organizations and the growth of Christianity in the late twentieth century; formulating a policy for the wise use of technology

## GRADE 8: AMERICAN REPUBLIC (5TH ED.)



### Equality

- Describing the events that led to a stronger judicial branch; analyzing the methods used by political parties during the election of 1828; analyzing George H. W. Bush's legislation addressing discrimination of disabled persons
- Assessing the weaknesses of the Articles of Confederation; contrasting the upper, middle, and lower classes; evaluating the civil rights movement in America in the 1940s
- Evaluating equal treatment under the law during Reconstruction; proposing solutions to the poverty solving programs introduced under President Johnson

### Freedom

- Contrasting schools in the New England colonies with those in the middle and southern colonies; summarizing the purpose and effects of the Emancipation Proclamation; analyzing Prohibition
- Evaluating Thomas Paine's writings about government being a "necessary evil"; analyzing international issues during Reagan's presidency involving the Soviet Union, the Middle East, and Latin America; contrasting American viewpoints on the French Revolution
- Synthesizing the challenges of balancing liberty, equality, and growth in the New Deal; synthesizing freedom with obedience to God's Word

### Gratitude

- Summarizing the unique governing arrangements of the Plymouth Colony; assessing the Constitution's successes; identifying changes in American life brought by industrial expansion
- Evaluating the impact of improvements in transportation and communication during the Jacksonian era; evaluating American viewpoints of the Vietnam War

### Growth

- Describing the exploration and early colonization of the Americas; listing reasons settlers went west in the early 1800s; analyzing conditions during the Great Depression
- Evaluating the motivations and consequences of inventors and inventions; evaluating the problems of triangular trade from a biblical worldview; evaluating differing views regarding imperialism
- Formulating a position on American expansion during the Mexican War; suggesting appropriate response to the growth of business in the 1920s

### Individualism

- Explaining Hamilton's and Jefferson's opposing political viewpoints; tracing the rise of fascism within the Axis powers; contrasting values in the North and the South during the antebellum period
- Contrasting marriage norms in the colonies with current standards; comparing and contrasting the philosophy of Democratic-Republicans and Federalists; evaluating welfare policy under President Clinton
- Suggesting ways to prioritize national interests while helping and protecting other nations

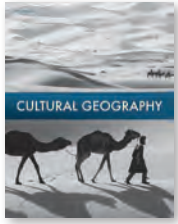
### Justice

- Describing the hardships that slave families faced; explaining the reactions from Congress to Lincoln's and Johnson's plans for Reconstruction; describing the controversies concerning the National Bank and "pet" banks

- Evaluating important Parliamentary acts and colonial opposition to them; evaluating the compromises made at the Constitutional Convention; evaluating Andrew Jackson's treatment of Native Americans
- Applying the golden rule to American foreign policy in Latin America and Asia at the turn of the century; responding biblically to reforms instituted by the Progressives

### **Religion**

- Explaining the religious motivations for European exploration of the "new world"; describing other religious influences during the Great Awakening; describing conservative Christian responses to the Roaring Twenties
- Evaluating Native American cultures and religions; evaluating the results of the Civil War; evaluating the unique way in which the colonies of Pennsylvania and Delaware began
- Analyzing international issues during Carter's presidency involving Panama, the Middle East, and the Soviet Union; analyzing how cultural changes affected moral and religious beliefs during the 1990s



**Aesthetics**

- Relating aesthetics to culture; explaining why certain places in town are aesthetically pleasing; explaining how a fun run can be an example of cultural aesthetics
- Evaluating aesthetic productions according to biblical teaching; evaluating the natural aesthetics of a town
- Analyzing how “el juego bonito” (the beautiful game, soccer) unites South American cultures

**Physical Environment**

- Relating environmental concerns to the way God intended for humans to live and work; explaining how meteorology and climatology are important to geography and to creation care; relating earth-shaping processes to the Bible’s story
- Critiquing unbiblical approaches to environmental concerns; linking causes of environmental issues in the United States to their effects; evaluating environmental and political issues in China, Mongolia, and Taiwan
- Proposing ways to engage in creation care that help others and glorify God; utilizing the best geography tool to answer geographic questions and solve problems; formulating a biblical response to using the Earth’s resources

**Institutions**

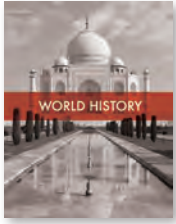
- Explaining the role of institutions in carrying out the work of the Creation Mandate; explaining how the Eastern European governments interact with their citizens; analyzing cultural characteristics and diversity in Canada
- Evaluating various institutions based on biblical teaching; evaluating how a nation’s government affects how people interact with each other to promote justice; evaluating how various countries’ governments interact with their citizens
- Proposing ways to strengthen or reform institutions in various cultures; formulating a biblical position on the role of government

**Social Groups**

- Explaining how culture affects how people interact with each other; analyzing the role that social groups play in culture; relating the development of social groups to the way God made humans to live; analyzing cultural characteristics and diversity in Eastern and Southern Africa
- Relating conflict between social groups to the Fall; contrasting how a student thinks about a particular culture before and after hearing a story of a person from that culture
- Formulating a view on how a nation’s demographics affect how people interact with each other; formulating a biblical position on illegal immigration; proposing solutions to environmental and political issues in Mexico and Central America based on biblical teaching

**Religion**

- Identifying the religious orientation of each culture studied; analyzing the teachings and practices of the major religions of the world; analyzing the interactions of North African culture with religion
- Evaluating world religions based on biblical teaching; evaluating religion in the Caucasus and Central Asia based on biblical teaching
- Analyzing the work of Christian missions in the cultures studied; formulating a biblical position on cultural diversity; constructing a strategy to analyze culture based on the Bible’s teaching



**Citizenship**

- Defining citizenship as the status that a person has within a polity that gives him certain rights, privileges, and duties; explaining how citizenship emerges from the image of God in humans and the Creation Mandate; analyzing life for people under the feudal system
- Evaluating how various civilizations have conceived of citizenship; evaluating various civilizations for denying people the rights of citizenship; assessing citizenship in East Asian cultures
- Proposing ways that Christians can fulfill the duties required of citizens; proposing a system of government based on the strengths and weaknesses of the four types of Greek government

**The Creation Mandate and Human Civilization**

- Relating the development of human civilization to the commands of the Creation Mandate; analyzing the culture of Egypt by the features of a civilization; summarizing the development of early Russian civilization
- Evaluating the effects of human sinfulness on the development of the civilizations of the world; comparing the motives of the major countries of the Age of Exploration
- Defending the claim that medieval science laid the groundwork for scientific accomplishment in the early modern period

**Environment**

- Explaining the effect of geography on the early civilizations in the Americas; analyzing evolutionary prehistory from a biblical worldview
- Critiquing various civilizations for their misuses of creation; evaluating how environment contributed to shaping Southeast Asian cultures; evaluating environment in the Mauryan and Gupta Empires

**Justice**

- Defining justice as a social condition in which people do right while respecting the rights of others; relating the need for justice to the idea that all humans are made in God's image; describing views of justice in two major Chinese ethical systems
- Evaluating injustices in the history of civilization; evaluating differing conceptions of justice; evaluating the treatment of Indian populations by European explorers; evaluating justice, power, and citizenship in Justinian's rule

**Multiculturalism**

- Relating the idea of cultural diversity to God's work of creation; explaining how Christianity re-shaped Roman culture; analyzing the key features of Indian cultures
- Evaluating cultures by the transcendent standard of biblical teaching; judging the influence of Greek cultural achievements on Western civilization

**Power**

- Defining power as the ability to bring things under one's control; outlining power in the Mongol Empire, Yuan dynasty, and Ming dynasty; analyzing the reasons why India continued to be overrun by foreign invaders
- Evaluating various abuses of power; relating abuses of power to the development of conflicts in world history; evaluating changes in power affected by the rise of towns

**Divine Providence**

- Explaining how making moral judgments and discerning divine providence shape the Christian historian's craft; summarizing the conditions that led to the Reformation; tracing the rise and fall of the Indian empires
- Critiquing approaches to providence that avoid studying secondary causes; evaluating appeals to providence that justify problematic choices and events; assessing the significance of the Pax Romana

### **World Religions and the Spread of Christianity**

- Explaining the significance of religion in any culture; identify Islamic cultural contributions; analyzing the role of religion in Tang and Song dynasties; inferring what the decline of the church may lead to
- Evaluating the beliefs and practices of various world religions; evaluating Greek philosophers using Scripture; comparing and contrasting Hinduism and Buddhism in this period with earlier forms of these religions
- Formulating strategies for cross-cultural evangelism based on understanding of biblical teaching and various world religions; creating a flow chart of history from the Fall to the coming of Christ that visualizes how Genesis 3:15 is the thesis statement for human history; proposing the proper relationship between church and state



**Religion**

- Describing important principles included in the Constitution; describing people and ideas that influenced religion; summarizing challenges to Christianity during the Progressive Era
- Evaluating changes in religion during the Second Great Awakening; evaluating arguments from the Bible used to defend or oppose slavery; analyzing factors leading to World War I
- Formulating a biblical response to the liberalism of the Progressive Era; applying an understanding of providence to Lincoln’s Second Inaugural Address and modern events

**Freedom**

- Explaining criticisms of the New Deal; assessing the results of the War for Independence
- Evaluating arguments for and against independence; tracing the course of Texas’s struggle for independence; relating the course of Reconstruction to Radical Republican policies
- Assessing the impact of John Brown’s raid on the growing sectional divide; evaluating the effectiveness of Prohibition; defending biblical arguments regarding moral issues

**Individualism**

- Explaining how the Wild West showed the need for law and order; explaining how settlers overcame hardships on the Great Plains; analyzing the rise of ideologies and dictatorships after World War I
- Analyzing the causes, events, and results of the War of 1812; evaluating cultural changes during the 1920s; assessing Trump’s domestic policies
- Explaining changes in American society during the postwar era; formulating a biblical perspective on the culture war during Clinton’s presidency; assessing the impact and legacy of the New Deal

**Equality**

- Describing colonial culture and social class; analyzing the compromises made at the Constitutional Convention; explaining the Three-Fifths Compromise
- Relating the Kansas-Nebraska Act to the growing sectional divide; evaluating Populist goals; evaluating Johnson’s plans to alleviate poverty in America
- Formulating a biblical response to the passage of Roe v. Wade; formulating a biblical view of technological changes reshaping America; defending biblical arguments regarding moral issues

**Growth**

- Describing the major cultures of the Americas before Europeans arrived; analyzing reasons for English colonization; tracing the early history of New York and New Jersey
- Analyzing the results of the Mexican War; assessing the role of capitalism during America’s industrial growth; evaluating reasons for America’s imperial expansion
- Evaluating conflicts between owners and workers during industrialization; formulating a biblical view of environmentalism and the responsibility to exercise dominion over Creation

**Justice**

- Explaining the weaknesses of the Articles of Confederation; explaining the migrations of settlers into Texas; summarizing the Compromise of 1850 and its results
- Evaluating reform efforts relating to Native Americans; analyzing the escalation of America’s involvement in the Vietnam War; assessing the impact of the Montgomery bus boycott
- Critiquing Roosevelt’s court-packing plan; comparing the Black Power movement with non-violent civil rights strategies; assessing the importance of the Emancipation Proclamation

**Gratitude**

- Assessing the accomplishments of the Articles of Confederation; explaining the significance of Washington’s Farewell Address; explaining factors leading to the increased industrialization of America
- Evaluating the success of the Constitution of the United States
- Assessing challenges to Communism around the world during Bush’s presidency; explaining Ford’s decision to pardon Nixon





### **Mixed Form of Government**

- Explaining what is meant by a mixed form of government; explaining the relationships between the different levels of government; describing the United States' method of dividing the national government
- Evaluating the dangers of rule by one, rule by few, and rule by many; comparing systems of government; contrasting the parliamentary and presidential means of choosing an executive

### **Ideologies**

- Explaining how political ideologies are religious, each having its own view of human nature and of salvation; explaining the principles of equality and liberty; showing why opportunity and education are important in a democracy
- Evaluating political ideologies in light of a biblical worldview; describing the dangers of an over-emphasis on liberties and rights; analyzing dangers associated with public opinion
- Formulating a political ideology that is biblically faithful; proposing moral responsibility as the basis for a healthy democracy

### **Institutions**

- Recognizing that God created human life to be organized by multiple institutions (e.g., family, government, businesses, schools, churches); explaining the origin of government as a God-ordained institution
- Explaining six basic principles contained in the Constitution; evaluating statism (i.e., all institutions subordinated to the state) and individualism (i.e., all institutions subordinated to the desires of the individual)

### **Purposes of Government**

- Relating the idea of justice to the truth that all humans are made in God's image; relating American foreign-policy goals to the biblical purposes of government; identifying challenges that face US national security
- Evaluating competing views of justice (e.g., socialist, libertarian, conservative); evaluating anarchy based on biblical teaching regarding human depravity; evaluating uses of force based on a biblical standard of justice
- Proposing ways to approach various issues from a biblical view of justice (e.g., identity politics, sexual ethics, abortion, and euthanasia); presenting a biblical view of civil rights; formulating a Christian view of determining when war is just; defending the claim that government plays a role in addressing poverty

### **Church and the State**

- Explaining John Locke's view of religious toleration; surveying Christian involvement in government during the Roman Empire, the Reformation, and in early America; defining pluralism
- Evaluating various ways for the state and religion to interact; critiquing political engagement with regard to common vices; evaluating the relationship between church and state
- Defending a biblical view of Christian involvement in politics; proposing ways a Christian may react to the problems created by pluralism

### **Christian Responsibilities and Virtues**

- Identifying biblical commands to submit to government; identifying the various methods of voting; explaining public opinion and public policy; analyzing the ways that citizens may participate in government
- Analyzing the role of political compromise in a free society; assessing the importance of praying for government officials; evaluating how politicians use media
- Proposing ways to be a good testimony to government officials; analyzing citizens' responsibility to submit to government



**Work**

- Identifying work as God's way to provide personal income; relating diligence to the success of a Christian entrepreneur; explaining how the market reacts to the dictates of supply and demand to deal with unemployment
- Evaluating weaknesses in unemployment statistics
- Proposing measures the government may use to deal with unemployment; analyzing the scriptural principles that apply to Christian involvement in partnerships; analyzing conditions for perfect and imperfect competition

**Stewardship**

- Explaining how Christians are called to be good stewards of the material possessions that God gives them; describing the major forms of socialism and capitalism; describing kinds of inflation and its ramifications
- Evaluating how free-market capitalism and socialism compare to scriptural principles; analyzing how inflation can cause harm for certain groups
- Proposing an appropriate response for a Christian seller to the questions raised by a surplus or a shortage; predicting the results of using wage and price controls as a cure for inflation

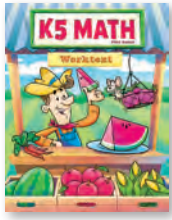
**Institutions**

- Describing the circumstances leading up to the crash of 1929; explaining the biblical principles that apply to the distribution question; explaining the protectionist and free trade positions; describing the importance of organizations like the Better Business Bureau
- Evaluating the economic goals of a nation based on a biblical worldview; evaluating solutions to the three economic questions from a biblical worldview; analyzing Christian involvement in the stock market
- Proposing the dangers of the Federal Reserve's actions to control the money supply; analyzing problems of governmental spending as a tool of fiscal policy

**Values**

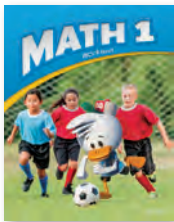
- Recalling how foundational loves drive economic choices; explaining the importance of contentment for Christians; explaining how budgeting shows faithfulness
- Contrasting a Christian's perspective of economics with an unbeliever's; evaluating how fads reveal values; evaluating an unbeliever's perspective of economics
- Defending the need for fairness and honesty in dealings with others; suggesting how Christians can guard against coveting others' wealth

## K5 MATH (5TH ED.)



- God—Math teaches us that God is great, and God is good—Recalling that math teaches that God is great and God is good.
- Creation—Math gives witness to a creator—Describing how math testifies to a creator.
- Serving—Math equips us to serve God and others—Summarizing how math equips people to serve God and others.

## GRADE 1: MATH 1 (5TH ED.)



### Care

- Recalling that adding helps people care for others; identifying ways fractions help people care for others; explaining how you care for others by counting coins
- Explaining how finding fair shares helps a student care for others; evaluating adding money for a selfish purpose
- Programming to help a friend find a destination; using a schedule to care for others

### Explore

- Recalling why people count; explaining why a person can solve a problem by thinking like an engineer; explaining how counting by 1s, 5s, or 10s helps people explore God's world; explaining how place value helps people explore God's world
- Using the Order Principle of Addition to explore God's world; evaluating the idea that subtraction can teach people what is kind
- Comparing 3-digit numbers to explore God's world; teaching a friend a clapping game by using a program; expressing praise to God for a world where math works so well

### Work

- Recalling how sets help people work; explaining how bar graphs help people work; describing how using a schedule helps people plan work; explaining how adding double facts helps people do work
- Assessing how loops help people do their work better; using units of capacity to accomplish a task; evaluating counting money in a careless way
- Defending why a person should solve an equation even if the problem seems hard; using an addition or subtraction equation to do work; proposing a reason to persevere in solving a 3-addend equation for a work problem

## GRADE 2: MATH 2 (5TH ED.)



### Care

- Explaining why people should use math to care for others; describing how evaluating a solution by rounding helps people care for others; recalling that people sometimes make selfish choices with money
- Evaluating whether money should be used to make a selfish choice; evaluating using multiplication for a selfish purpose
- Applying knowledge of division to care for others; defending the importance of using math to care for others; giving an example of using origami to bring glory to God by caring for others

### Explore

- Recalling that God created a world that we can explore with math; explaining how people use 3-digit numbers to explore God's world; explaining how measuring length points to a Creator
- Evaluating a choice involving math from the perspective of biblical teaching; evaluating the idea that people do not need God's help to solve math problems; evaluating the idea that putting things in order is unimportant
- Formulating a biblical understanding of how measuring points to God's wisdom and power; writing a conditional statement that helps someone solve a problem

### Work

- Explaining how multiplication is a tool to help people work; explaining why math is such an effective tool; summarizing how making equal sets helps people complete their tasks
- Evaluating the answer to a fair-share problem according to biblical teaching about working; evaluating the idea that people should avoid using multiplication if it seems difficult
- Defending the idea that perseverance in a division problem is pleasing to God; formulating a biblical reason that a Christian should learn geometry; determining when a problem requires more than a math answer

## GRADE 3: MATH 3 (4TH ED.)



### Math shows the world is designed.

- Recalling how math shows that the design we see is everywhere; relating math to the biblical worldview truth that things that are designed are things that are planned; explaining how patterns multiplication shows how the world is designed
- Evaluating a view that says math does not show design
- Applying the biblical worldview truth that the design in the world is very complex; applying the biblical worldview truth that only God could have designed this world

### Math helps people help people.

- Connecting math to the biblical teaching that people are made in the image of God; explaining the biblical idea that using division helps meet people's needs
- Evaluating using math against other people
- Apply the biblical worldview truth that math helps save people's lives; creating a plan that helps people enjoy their lives; applying the biblical worldview truth that math helps people help people

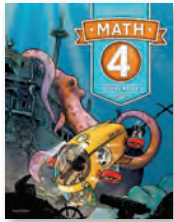
### Math is a tool to help people work.

- Explaining that math helps people work by accomplishing a task; connecting addition and subtraction to the worldview truth that math is a powerful tool
- Evaluating the use of math for bad purposes
- Applying the biblical worldview truth that God made us to work; explaining that God made people to work using math

**Math does not have all the answers.**

- Recalling that math does not tell us who God is; explaining that math does not tell us what is wrong
- Evaluating math's ability to tell us where the world came from
- Applying the biblical worldview truth that math does not tell us what is right and wrong

**GRADE 4: MATH 4 (4TH ED.)**



**Math shows the world is designed.**

- Explaining why people are able to use math to create an orderly design
- Evaluating the claim that design in our world happened by chance
- Applying an understanding of God's design to math

**Math helps us meet others' needs.**

- Discussing connections between math and helping others
- Evaluating how math is not always helpful to people in a fallen world
- Proposing how math helps us meet others' needs

**Math helps us make wise choices.**

- Explaining how math can be used to make wise choices
- Evaluating information using estimation principles
- Using math to set and assess goals for living wisely; applying the principle of sowing and reaping to studying math

**Math has limits.**

- Explaining that math has limits
- Evaluating the idea that math has limits
- Analyzing why math cannot determine right and wrong

**Math helps people do work.**

- Explaining how math helps you do work
- Evaluating the statement that work is not fun



**Math shows us that this world is designed.**

- Recalling that math shows that the world is designed; explaining that math is useful because our minds are patterned after the orderly mind of God; explaining how math shows that the world is designed
- Evaluating the belief that the order and consistency we observe in our world can be explained by chance
- Suggesting examples of how the Creator-designed orderliness of math is useful

**Math is a tool for modeling the world around us.**

- Recalling that math is a tool for modeling the world around us; explaining how math is useful for modeling the world; explaining how codes use math to model the world
- Comparing and contrasting manmade models with God's greatness
- Modeling with math to solve a problem; discussing how geometry is used to model in aviation; affirming that there are different ways to model the world mathematically

**Math helps us serve others.**

- Identifying how math helps us serve others; explaining how math is used to make airplanes safe; explaining why it is important for Christians to be involved in the work of meteorology
- Using math to evaluate a choice; discerning how math was used unkindly
- Creating a component of a water filter system to provide clean water to those in need; applying knowledge of metric measurements to serve others

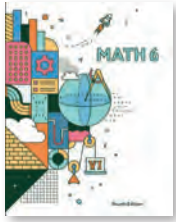
**Math enables us to make wise choices.**

- Recalling that math enables us to make wise choices; explaining that humans can solve problems because God made us able to think and reason; explaining how math helps a test pilot make wise choices
- Evaluating information by comparing fractions to make wise choices; evaluating budget choices when faced with a financial challenge; evaluating the claim that efficient patterns in nature developed over millions of years
- Using math to devise a plan and make a wise choice; defending the importance of learning math to worship God through music; applying math to increase the usefulness of discarded materials

**Math helps us in our work.**

- Recalling how math helps us in our work; explaining how math helps air traffic controllers do their work
- Explaining how math helps people do work in airports; evaluating a claim using math
- Using math to evaluate a choice; proposing how math helped a person do work and please God





### Design in Math

- Recalling that God reveals Himself in the consistent relationships found in circles; explaining how prime numbers help describe order and creativity; explaining how people can describe the world using geometry; relating the area of triangles to God's design
- Evaluating the claim that order and consistency in nature explain the world apart from God; evaluating the use of proportions in solving real-world problems
- Defending the claim that God is the source of mathematical design in nature; defending the claim that Christians should study probability

### Knowledge about Math

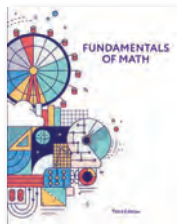
- Identifying why decimals can be ordered; explaining how the place value system shows that math is a human activity; explain what math is all about; explaining how renaming fractions helps the student understand the meaning of God's world
- Assessing why math alone is not enough to understand the meaning of God's world; evaluating the practice of using math alone to know what is right; evaluating the idea that accurate math alone can tell us that our answer is correct
- Estimating a conversion between customary and metric units to help solve a real-world problem; proposing ways that the act of measuring is rooted in Scripture

### Modeling with Math

- Identifying an advantage of the model of exponent notation; recalling that math models are based on assumptions; explaining how math is a tool for modeling the world around us; explaining what makes a good model
- Assessing how some people's mathematical models contradict reality; evaluating the meaning of consistency when writing equivalent expressions
- Analyzing the qualities of a good math model; defending the claim that every model is influenced by a person's worldview

### Service with Math

- Explaining why people are able to use division; explaining why people are responsible to use division to serve others; describing how statistics help people make predictions
- Assessing how the Fall affects perseverance in learning to divide fractions; explaining how the Fall affects the desire to serve with math; relating the effects of the Fall to man's use of math
- Using the ability to calculate volume to serve others; proposing ways that statistics make people's lives better; helping others by using statistics to solve a business problem



**Design**

- Recalling the wonder at how every integer greater than one has a unique prime factorization; describing how prime numbers are used to convert between equivalent fractions (as evidence of God’s good design); explaining the evidence of design found in ratios and rates
- Analyzing the uncertainty of compound events (complexity shows design); explaining why it is not surprising that we can predict outcomes of simple events
- Converting real-world patterns into mathematical design (patterns show design)

**Ethics**

- Explaining why percentages are convincing but can be deceiving
- Evaluating a visual representation that misrepresents data
- Creating a project that uses statistics to demonstrate love to others; creating an ethical visual representation to convince others to support your service project

**Knowledge**

- Identifying the basic assumption underlying all of mathematics; explaining how division by zero illustrates that math is a human activity
- Evaluating the limitations of measurement in describing the world; relating naming to the Creation Mandate
- Demonstrating the usefulness of exponents in describing creation

**Modeling**

- Recognizing models as simplified representations that help us make sense of the world; explaining the use of mathematical models; explaining how assumptions are used in modeling
- Assessing why mathematical models appear to be objective; comparing the algorithms in simple and complex mathematical models for bias
- Writing one-step equations to model real-world situations; solving real-world problems using algebraic equations as a means of discerning the orderliness of creation

**Reasoning**

- Identifying sets as a human convention; explaining why lines are straight in plane geometry; recalling different historical interpretations of division by zero
- Assessing why there are no parallel lines in spherical geometry; determining whether three segments can form a triangle (gaining information to determine truth)
- Defending the process of changing division by a fraction to multiplication by the reciprocal; interpreting math facts as consistent or inconsistent with assumptions



**Design**

- Explaining that the usefulness of number lines depends on the assumption of an orderly world; explaining what it means to number; explaining how multiplication and division help people organize and predict
- Evaluating the idea that design is imposed upon the world by our minds; explaining the purpose of scientific notation
- Modeling a real-world situation with the Distributive Property; creating a work of art using math that demonstrates thankfulness, praise, and reverence toward God

**Ethics**

- Explaining how we should apply the biblical teaching of unjust measures; explaining why ethics should be considered in retail packaging design
- Evaluating misleading representations of data; explaining the basis of ethics in mathematics
- Proposing beneficial uses of probability theory; formulating a biblical view of statistics and probability

**Knowledge**

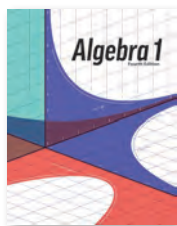
- Explaining why we are able to use equations to effectively model real-world relationships; explaining how modeling real-world relationships with inequalities imitates God’s work
- Evaluating why someone might think mathematics is objective truth; relating pollution management to the biblical principle of exercising dominion
- Distinguishing between biblical and nonbiblical views of numbering

**Modeling**

- Explaining how the rate of change in real-world models helps us manage God’s creation; Comparing the benefits of using graphs, tables, and equations to model the real world
- Evaluating the effectiveness of mathematics for giving certainty; evaluating the Pythagorean misunderstanding of mathematical modeling
- Defending the proposition that even very good mathematical models are limited

**Reasoning**

- Describing several benefits of mathematical reasoning; explaining why mathematical models are so effective
- Assessing why even correct mathematical reasoning cannot lead to certainty; explaining how an accurate claim involving percents can be misleading
- Relating the importance of calculating tips and commission-based earnings; explaining how algebraic expressions help us model the real world



**Design**

- Explaining how mathematics helps us see design in creation; explaining why seeing design in the world should result in praise to God
- Evaluating the claim that one’s worldview does not affect how one views patterns in math and science; evaluating the claim that design in nature proves the existence of God
- Defending the claim that mathematics helps us to see design in creation; applying what is learned through math to praise the Creator

**Ethics**

- Explaining the effects of the Fall on how mathematics is perceived and used
- Assessing the view that math is amoral
- Expressing how math can be used in an unethical way

**Foundations**

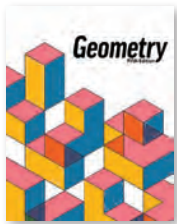
- Describing how a biblical view of creation accounts for the effectiveness of mathematics; explaining how mathematics demonstrates the unity and diversity found in the Creator
- Assessing why we can define properties that are consistent and reliable; explaining how to check results obtained by using the Distributive Property
- Defending the claim that the correct understanding of mathematics must ultimately be grounded in Scripture

**Modeling**

- Explaining what makes a mathematical model useful; explaining the limitations of mathematical models in making decisions
- Evaluating the claim that mathematical models can answer moral questions; evaluating the claim that Scripture is validated by models
- Formulating a biblical worldview of mathematical models; defending the claim that mathematical models are useful but limited

**Reasoning**

- Explaining why valid reasoning is important in solving inequalities; explaining two assumptions necessary for classification of linear systems
- Evaluating the limitations of deductive reasoning in determining truth; assessing why valid reasoning is necessary but insufficient for finding truth; evaluating the claim that the effectiveness of the Pythagorean Theorem proves that Euclidean geometry is true
- Defending the idea that a mathematical conclusion is categorically different than a scriptural truth; defending the claim that attempting to validate Scripture through deductive reasoning is an inappropriate use of deductive reasoning



### Geometrical Foundations

- Identifying the presence of circular geometry in transportation; explaining why Scripture is the ultimate foundation of geometry; explain why human reasoning is not sufficient to determine eternal truths
- Evaluating the importance of definitions in deductive arguments; evaluating the importance of undefined terms in proving theorems
- Formulating a biblical understanding of the role of deductive reasoning; analyzing the assertion that mathematical reasoning is the basis for determining what is true about the world; determining the usefulness of geometry in the study of astronomy

### Geometrical Modeling

- Explaining how finding the incenter of a triangle could be used to help others; analyzing Descartes's famous saying "I think; therefore, I am." by using modus ponens deductive reasoning; explaining why architects build a scale model before beginning construction
- Evaluating the claim that triangle inequalities have no practical applications; evaluating the idea that a scale model can tell you whether building a structure is the right thing to do
- Formulating a biblical view of the importance of modeling; applying an understanding of geometric similarity to give praise to God for His creation; applying the ability to recognize and model the golden ratio in nature to give praise to God for His wisdom

### Geometrical Reasoning

- Explaining why learning to reason well is important for a believer; explaining the importance of definitions when using trigonometry to solve real-world problems; explaining a key limitation of human reasoning
- Evaluating the philosophy of the Pythagoreans; evaluating the idea that a sound argument will always result in belief; evaluating the Enlightenment's impact on mathematicians and Christianity
- Formulating a biblical view of the role of reason in understanding Scripture; creating a flow-chart proof that models a scriptural argument; writing a deductive proof that applies a general biblical principle to a specific, personal situation

### Geometry in Design

- Explaining how a complex building gives evidence of design; explaining how a complex universe gives evidence of design; explaining the underlying assumption about the world that is necessary to create useful designs
- Evaluating the claim that the design we see in the universe is due only to chance; comparing Descartes's worldview to a biblical worldview; evaluating a view about why people design
- Formulating a biblical view of why symmetry is evident in creation; applying your geometrical understanding by giving praise to God for His wisdom evident in symmetrical design; creating a tessellation that gives praise to God for His wisdom and beauty in creation

### Geometry and Ethics

- Identifying the effects of worldview on mathematics and medicine during the Renaissance; explaining how assumptions about human origins might influence the interpretation of population density data; identifying ways geometry is used in home ownership
- Explaining how a pie chart can be used unethically
- Formulating a biblical view of the importance of ethics in geometry



**Ethics**

- Explaining how coordinate systems can help meet human needs and manage natural resources; explaining how systems of linear equations should be used for the benefit of businesses; appreciating how math can be used to help solve problems affecting the welfare of people
- Evaluating the use of matrix operations to edit images; relating profit margins to the concept of justice
- Applying biblical principles to the use of matrices in editing images; applying a mathematical understanding of acoustics with a biblical worldview

**Knowledge**

- Recalling the intricacy and wonder of God’s creation in Euler’s identity; recognizing the Arabic role in the development of our number system and its numeric symbols
- Evaluating the presentation of sets of data; evaluating how factoring can be used to understand the world’s origin
- Proposing positions in current topics affected by math using the underlying models

**Modeling**

- Explaining ways logarithmic functions can help model sound to protect people; relating modeling tides to the importance of accurate data
- Evaluating the reliability of linear models and their predictions; evaluating using probability in gambling; evaluating a model about population growth
- Using technology to model linear or quadratic functions and make predictions; applying statistics to real-life data relating to teenage motor vehicle crashes; proposing reasons for limitations in prediction and interpretation of linear regressions



**Design**

- Explaining the usefulness of developing pure mathematical theories; explaining why mathematics displays such beautiful unity despite its diverse applications; identifying periodic functions in creation
- Evaluating interpretations of cyclic patterns in nature from a biblical perspective; evaluating Stephen Hawking’s conclusions regarding the significance of humans and the Earth in the universe
- Inferring the significance of practical applications of “useless” mathematics; relating real-world problems involving compositions of functions to underlying orderly characteristics in natural phenomena

**Ethics**

- Explaining how statistical indicators should inform practices such as gambling; evaluating benefits and risks of using probability with medical screening
- Assessing the use of probability to deal with social issues; evaluating giving law enforcement access to encrypted information; evaluating the benefits and risks of using probability with medical screening
- Proposing arguments regarding pharmaceutical profit margins; choosing appropriate descriptive statistics based on the data distribution

**Foundations**

- Explaining how pure mathematics contributed to the idea that mathematics is a human creation; relating the role of trigonometry in the development of the heliocentric view of the universe
- Evaluating the view that math is exclusively a human creation; contrasting mathematical Platonism and a biblical perspective of mathematics; evaluating Descartes’s view that doubt is a pathway to truth
- Formulating a biblical response to the possibility of AI using proofs to achieve truth independent of God; proposing ways that a biblical view of mathematics is different from three new mathematical philosophies of the early twentieth century

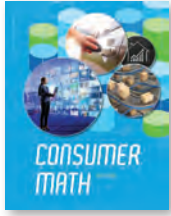
**Models**

- Explaining the role of reasoning in establishing the humanly known body of mathematical truth; analyzing mathematical models of world population and responses to the model; identifying risks and benefits of home buying based on linear and quartic regression models
- Evaluating how well a function models data; evaluating the reliability and effectiveness of mathematical models in determining the truth from a biblical worldview
- Using a model to make predictions; proposing the relationship between a sinusoidal model and conclusions

**Reasoning**

- Relating logical reasoning in finding identities with an understanding of Scripture; analyzing the reasoning of an indirect deductive proof offered in a debate on the existence of God; explaining the reasoning used in the paradox of the sprinter and the tortoise
- Evaluating the role of imagination in mathematical discovery; interpreting the results of hypothesis testing in a research question
- Defending the position that counterexamples and proofs have potential only for persuading people of the truth of Scripture





**Stewardship**

- Emphasizing the importance of mathematical proficiency in a steward; introducing five principles of stewardship; describing biblical teaching on tithing
- Evaluating debt on depreciating items; evaluating priorities reflected in a budget
- Planning annual budgets based on disposable income; applying biblical teaching on tithing; defending the need to yield everything to God

**Service**

- Determining the number of hours an employee worked in a day; explaining biblical principles concerning work
- Evaluating self-indulgence based on biblical teaching
- Applying the scriptural teaching about putting others ahead of self; applying the biblical teaching about getting financial counsel

**Saving**

- Explaining the biblical basis for budgeting savings; describing the importance of setting goals
- Evaluating speculative get-rich-quick schemes
- Applying biblical principles to save money



**Courage**

- Identifying the source of help from Psalm 56:3
- Proposing ways that God helps a person do what is right in fearful situations

**Creativity**

- Recalling that people are creative because they are made in God’s image
- Analyzing God’s creation to think of new ways that it can be used

**Helpfulness**

- Relating God’s creation of Eve to the command to care for the creation and others
- Proposing ways all people depend on being helped or helping others, based on God’s creation of Adam, Eve, and families

**Joy**

- Recalling from a listening selection how a baker finds joy in making a blackbird pie; recalling the lines in “Jesus Loves Me” that express joy
- Explaining how making things brings joy; explaining how giving to others brings joy
- Analyzing how joy is found in God and the goodness of His creation

**Love**

- Identifying the two commandments in Mark 12:30–31; explaining how the characters in a listening story show love
- Evaluating the actions of characters in a listening story
- Proposing ways to apply the two greatest commandments personally

**Perseverance**

- Explaining how Nehemiah persevered
- Comparing and contrasting responses to a hard task in an illustration
- Applying ways of persevering from a story to doing what is right while facing obstacles



**Truth**

- Recognizing that a personal story can tell about what God does in someone's life; explaining that a Christian honors God and helps the reader when he makes the effort to improve his writing and correct mistakes
- Evaluating the truthfulness of information to include in the report
- Using a past-tense action verb to tell about something Jesus did; demonstrating an understanding of putting others first by proofreading for accuracy

**Respect**

- Identifying the past-tense verbs telling about a Christian's actions; identifying an expression of thankfulness in a Bible passage
- Evaluating words as pleasing or displeasing to God
- Writing words to praise God; participating in planning and drafting a class thank-you letter

**Love**

- Identifying ways that technology can be used to love and serve others; explaining why learning about nouns is important for a Christian
- Evaluating using language that does not show love for God; affirming that God uses words to give us the message of His truth and His love
- Completing a sentence prompt with an example of using words to please God or show love to others; using nouns to thank God for the good things that He has given

**Order**

- Recognizing that possessive pronouns show ownership of things that God has given to us
- Explaining that God created language and gave people the ability to use language; explaining that God gives commands in the Bible
- Affirming that God communicates His thoughts and tells about His actions in sentences



**Authority**

- Recalling that God has given people the ability to use language to communicate; explaining how God uses language to communicate
- Evaluating sentences for respectful language; evaluating a journal entry for encouraging language
- Using language to express right attitudes toward authority; composing requests to an authority using respectful language

**Celebration**

- Recalling that God has given people the ability to use language to communicate; explaining how an original poem celebrates God’s creation; demonstrating enjoyment of God’s creation with sound words
- Evaluating complaining language; relating 1 Timothy 6:17 to the enjoyment of a sound poem
- Using language that is kind and respectful of others; using adjectives to express celebration; writing a sentence using a sound device to celebrate sound words

**Friendship**

- Recalling that God has given people the ability to use language to communicate; explaining how people use language in relationships; explaining the importance of revising
- Evaluating whether game instructions are explained in an understandable and friendly way; evaluating the difference in attitude between a sentence that uses courtesy order and one that does not use courtesy order; evaluating characteristics of a personal narrative
- Using language that is kind and respectful of others; writing a purpose statement for a friendly letter; expressing good qualities of friendship through a personal narrative in a friendly letter

**People**

- Listing principles about showing respect in communication from a biblical perspective; explaining how courtesy order reflects biblical teaching of kindness to others; explaining how people use language
- Evaluating the attitude of a statement that includes a possessive pronoun; evaluating opinions expressed in a read-aloud passage; evaluating the difference in attitude between a sentence that uses courtesy order and one that does not
- Proposing a lesson learned about loving and serving others during the community project; using language that is kind and respectful of others; applying Psalm 19:14 to thinking about and telling opinions about people

**Work**

- Explaining the importance of linking verbs in clear communication; explaining how searching for answers is work; explaining a lesson learned about loving and serving others during the community project
- Evaluating examples of people whose words had a good or a bad influence; evaluating the way that Noah Webster’s words changed America; evaluating the use of words in a famous person’s life
- Using linking verbs and prepositions to communicate accurate and clear descriptions; developing a personal plan for using words in a positive way; describing teaching a game in an understandable and encouraging way



**Craft**

- Explaining why well-crafted communication is important; explaining how language tools and skills could be used to improve writing; explaining how writers reflect God’s creativity in their craft
- Relating elements of skill development to the development of the writing craft; identifying heart attitudes that produce good and bad communication
- Developing steps that a writer should take to ensure that his sentences are good; applying biblical principles of craft to a writing assignment

**Goodness**

- Listing ways that words can be acceptable in God’s sight; listing ways a given fictional narrative can promote qualities of moral goodness; explaining the importance of courtesy order
- Evaluating the model of a story for truthfulness and goodness; evaluating positive traits of a given tall tale hero; evaluating different kinds of peer comments in a role-playing activity; evaluating two texts for goodness
- Developing steps that a writer should take to ensure that his sentences are good; proposing heart attitudes that produce good and bad communication

**Source**

- Recalling the origin of language; describing ways that the Fall has affected language; explaining why following grammatical rules is necessary for meaningful communication
- Comparing and contrasting human language with an example of animal communication; evaluating the way that people think about language in a fallen world
- Attributing the complexities of human language to God; proposing ways that language skills can be used in service to others; proposing a plan for using language skills for good

**Truth**

- Explaining how strong reasons can help communicate truth; explaining the importance of organization in communicating truth; explaining why following grammatical rules is necessary for meaningful communication
- Analyzing how weak reasons might hinder the communication of the truth; evaluating a given text for its use of persuasion in promoting bad behavior; evaluating potential research sources for reliability
- Writing an imaginary monologue that expresses a biblically faithful view of nature; justifying specific word choices that reflect a biblical worldview; revising a model of a research report to correct plagiarism



**Perception**

- Listing synonyms for the term perception; identifying right and wrong perceptions in a mentor text; describing ways Christians of the past have influenced the perceptions of others
- Describing a personal experience that involves an incorrect perception; evaluating a given text for persuasion based on biblical truth; evaluating a given text for effectiveness and honesty in persuasion
- Creating an illustration to represent the term perception; developing a personal plan based on the influence of the research report subject

**Personality**

- Making inferences about a writer’s personality based on his or her writing; identifying textual elements that show writer personality
- Analyzing a biblical example of a monument; evaluating a narrative for expression of personality
- Comparing the writing process to the process of building a monument; recording a personal experience of God’s goodness; revising a narrative to communicate writer personality

**Pleasure**

- Listing different ways that writing can be enjoyable; describing personal preferences about geographic places; listing antonyms for the word *pleasure*
- Self-evaluating personal pleasure in writing a poem; listing obstacles to enjoyment in the writing process; comparing and contrasting two paragraphs for reader interest
- Formulating a plan for finding pleasure in writing; describing a favorite geographic place in a way that will bring pleasure to others; writing an engaging photo caption

**Precision**

- Identifying precise details in a mentor text; writing a caption to explain an illustration; describing a task that requires precision; describing ways to avoid plagiarism
- Distinguishing between precise and imprecise language; sorting a series of statements from least to most precise; evaluating potential research sources for reliability
- Creating an illustration to represent the term *precision*; revising an imprecise paragraph for precision; formulating a plan for handling research precisely



**Verity—Write in a way that is true.**

- Identifying evidence of verity in a mentor text; relating verity to the way that Scripture uses perfect-tense verbs to describe a person's salvation; explaining why the statements that God's Word makes about the future have verity
- Evaluating ads for verity; evaluating arguments for truthfulness; evaluating policy for advertisements designed to maintain honesty
- Using print research sources to find and verify information; explaining the role of verity in quoting from a source accurately; applying verity to the writing of an opinion essay

**Clarity—Write in a way that is clear.**

- Explaining how Christians can use proper nouns to develop clarity in their writing; analyzing a mentor text for clarity; relating the purpose of a modifier to the concept of clarity in writing
- Evaluate nonstandard abbreviations for clarity; evaluating sentences with prepositional phrases for clarity; assessing how the imagery in a poem clarifies an idea
- Formulating a plan for using appositives to increase clarity when writing; revising sentences with misplaced modifiers to improve clarity; writing a paragraph on the way word choice affects a message and glorifies God

**Charity—Write in a way that is kind.**

- Analyzing a mentor text of a personal narrative for charity; explaining the role of charity in storytelling; analyzing a mentor text for inspirational value
- Evaluating letters for the characteristic of charity; assessing the historical fiction story to improve the text; evaluating the process of writing historical fiction
- Applying the virtue of charity to a personal narrative; reflecting on the process of writing a personal narrative as a gift from God; writing a personal note and a greeting card for encouragement

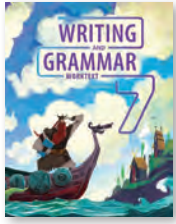
**Sincerity—Write in a way that is real.**

- Analyzing a mentor text for sincerity; explaining the role of sincerity in the interview process; describing ways to recognize sincerity
- Evaluating statements regarding sincerity; evaluating potential research sources for reliability; evaluating the sincerity of a paraphrase
- Developing a plan for becoming more sincere; reflecting on the role of sincerity in the interview process; making a plan for avoiding plagiarism

**Dexterity—Write in a way that is skilled.**

- Relating dexterity in crafting language to God as Creator; explaining how correctly using confusing verbs demonstrates dexterity in writing; describing ways that writing can showcase dexterity
- Evaluating writing for dexterity in use of sentence patterns; evaluating fragmented ideas for a lack of dexterity; evaluating how dexterity in writing can be used for nefarious purposes
- Applying dexterity to the writing of a process essay; reflecting on growing in skill through the process of writing a process essay; writing a gospel presentation using complete sentences





**Balanced (Subject, Audience, Writer)**

- Explaining the necessity of loving one’s neighbor in the writing process; explaining negative effects of imprecise communication; relating proper motivations for writing to caring for one’s neighbor
- Evaluating the choices made regarding audience and craft; evaluating original sentences that use second-person pronouns; evaluating various audiences for particular topics
- Formulating argumentative strategies for various kinds of audiences; applying elements of balance to a paragraph

**Truthful**

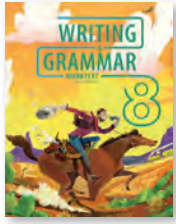
- Explaining the importance of craft in communicating truth; relating vivid writing to the importance of accuracy in the writing process
- Evaluating a false claim using a primary source; evaluating the process and significance of writing the informative piece
- Analyzing an argumentative mentor text for truthfulness; proposing how an informative mentor text can show truthfulness

**Virtuous**

- Reflecting on the process and significance of creating a magazine article
- Evaluating the process and significance of writing an argumentative piece
- Applying biblical principles to texting or social media

**Well-Crafted**

- Relating imitating God to using craft in the writing process
- Analyzing mentor texts for showing rather than telling; evaluating the use of clichés regarding God
- Formulating a particular belief using elements of craft; formulating a biblical view of orderly writing



**Discernment**

- Assessing the impact of the publishing method on a writer’s choices; distinguishing between facts and opinions; explaining how learning to write effectively aligns with a biblical view of human nature and purpose
- Analyzing two approaches to introductions; evaluating three strategies for conclusion paragraphs based on the impact each will have on the reader; selecting relevant, accurate, and credible sources
- Conducting a review of a peer’s initial draft with appropriate honesty; comparing ads and critiques by collaborating in small groups, using a checklist

**Empathy**

- Explaining the concepts of a writer’s purpose and audience; analyzing how verbs contribute to the force of a mentor text; explaining the importance of consistency when using simple and perfect tenses
- Revising examples of poor uses of active and passive voice in writing; evaluating examples of anecdotes; evaluating team reflections on the project
- Employing narrative techniques in the story to meet the needs of the reader; composing an effective introduction and conclusion that accounts for the audience

**Logic**

- Comparing ads and critiques by collaborating in small groups, using a checklist; explaining some effects of parallel structures in writing
- Revising descriptive sentences to include more specific and concrete details; evaluating the components of an argumentative paragraph; evaluating the draft according to the writing traits
- Creating a logical, clear process paragraph; drafting an argumentative piece that describes and analyzes an ad’s claims; composing an argumentative paragraph delineating reasons for agreeing with a stated position

**Virtue**

- Explaining how learning to write effectively aligns with a biblical view of human nature and purpose; identifying reasons and ways to avoid plagiarism
- Evaluating what the content and delivery of an ad reveal about the creator of the ad
- Creating in-text citations and a works-cited page using MLA formatting with integrity; using good listening skills to interpret peer opinions; implementing speaking and listening practices as a presenter and as a listener

**Identity**

- Explaining the risks and advantages of publishing; writing a paragraph about personal goals for ninth grade; explaining the importance of mechanics for projecting a biblical worldview
- Evaluating an opinion piece on a blog; inferring the value of strategically choosing active or passive voice; reflecting on the value of peer feedback; evaluating samples of workplace writing
- Writing a journal entry about finding humor in personal struggles; applying proper etiquette to a business email; writing a journal entry; reflecting on changes in personal thinking regarding a career path

**Integrity**

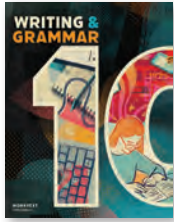
- Identifying ways to avoid plagiarism; reflecting on the value of choosing credible, unbiased sources to support a historical research essay; publishing a brochure in your school
- Assessing the credibility and accuracy of sources; reflecting on the process and significance of writing a film script; assessing the credibility and accuracy of sources
- Paraphrasing the data or conclusions of others in an informative article; formulating principles for workplace communication; producing a podcast based on a research paper

**Judgment**

- Discussing the effectiveness of a written essay; developing a valid opinion; developing a list of questions for an interviewee; analyzing the power of film to communicate a message
- Distinguishing between fact and opinion; evaluating the message of the chapter mentor text; differentiating between a recounting of the facts and an evaluation of the facts; reflecting on the effect of sources on an article
- Formulating a research question; writing a brief persuasive speech that demonstrates the effective use of sentences; writing a journal entry; comparing personal struggles to the struggles of the interviewee; constructing a rubric for a memoir

**Logic**

- Explaining the value of the planning stage in the writing process; analyzing the type of organization used in a paragraph based on its structure; inferring the writing craft of a persuasive essay based on the chapter mentor text
- Evaluating a peer's opinion piece according to a rubric; evaluating a comparison/contrast essay; evaluating a drafted film script according to a rubric; assessing the credibility of research in a model text
- Presenting the poem before a group of peers; designing a multimedia presentation based on a comparison/contrast essay; justifying the organization of the tentative outline; designing a rubric for revising a research paper



### Identity

- Explaining the significance and effects of word choice; explaining the importance of using effective sentences for developing one's own style and demonstrating the character of Christ; analyzing a mentor text that models techniques for a descriptive essay that models creativity
- Evaluating previously written compositions to identify instances of wordiness or redundancy; inferring the writing craft of a persuasive speech from the chapter mentor text; evaluating the effectiveness of the description
- Crafting sentences using absolute phrases that are beautiful; revising previously written compositions to include effective metaphors; crafting a restaurant review, incorporating cumulative sentences

### Integrity

- Analyzing arguments against a thesis to prevent overstatement or misrepresentation; explaining ways to avoid plagiarism; researching a topic using credible sources
- Evaluating the credibility of sources; identifying and evaluating ad hominem arguments in ads, speeches, and statements
- Formulating the message of a satirical article; changing straw-man arguments into steel-man arguments; outlining the body of a persuasive speech, using argumentation backed by research and incorporating legitimate persuasive elements

### Judgment

- Identifying the elements of an eyewitness report; contrasting the slippery slope fallacy with warning others of potential consequences; explaining the value of storytelling
- Analyzing the benefits and problems that result from becoming notable by publishing information on the internet; evaluating a peer's drafted essay according to a rubric; inferring techniques from the mentor text for crafting a satirical article
- Revising the drafted five-paragraph essay based on evaluations; formulating a research question; planning persuasive techniques to incorporate into the article; proposing appropriate ways to use satire

### Logic

- Planning a five-paragraph essay using logic; explaining the difference between truth and validity in an argument; using ethos, pathos, and logos in an argument; explaining the importance of identifying the underlying assumptions in an argument
- Evaluating the truth and validity of arguments; evaluating previously written compositions to identify instances of wordiness or redundancy; assessing the quality of research in a research essay
- Developing a true and valid argument about a controversial issue; suggesting ways to restate an argument to avoid the fallacy of begging the question; suggesting ways to restate an argument to avoid the slippery slope fallacy



**Identity—“Who am I?”**

- Explaining the importance of reflecting on one’s own writing; inferring the lesson learned from a personal experience; analyzing the worldview assumptions that underlie contemporary pronoun use
- Evaluating the process and significance of writing a narrative essay about the influence of friendship on identity; evaluating creational norms regarding human gender
- Developing a plan for using personal experience as a guide for future success; formulating a biblical response to cultural confusion over gender pronouns

**Motive—“Why am I doing this?”**

- Revising a travel blog post for ideas and style to show love to a neighbor; brainstorming ideas and motivations for a hymn; explaining the relationship between writing and a biblical worldview
- Examining claims related to self-love in writing; evaluating the process and significance of writing a biographical essay; evaluating the practice of historical revision
- Crafting a biblical response to humanistic presuppositions in secular writing instruction; writing a journal entry reflecting on the challenges of friendship; crafting a biblical response to cancel culture

**Integrity—“How do I do that?”**

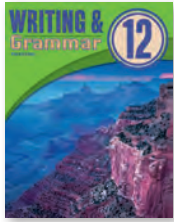
- Analyzing writing selections to locate instances of intentional and unintentional plagiarism; differentiating authorial intentionalism from reader-response criticism; differentiating exegesis from eisegesis
- Evaluating a news article for the presence of bias; evaluating examples of faulty causal reasoning in popular culture; relating the use of priming to viewers’ perceptions of products or services
- Formulating a biblical response to plagiarism among professing Christian authors; evaluating the process and significance of writing a college application essay and employment cover letter

**Judgment—“How do I do that?”**

- Explaining features of persuasive writing; explaining characteristics of credible sources; formatting a travel blog post for internet publishing
- Evaluating a peer’s narrative poem for ideas and style; evaluating examples of logical fallacies; evaluating the message of a work of literature for consistency with a biblical worldview
- Verifying the conclusions of peers for alignment with a biblical worldview; writing a journal entry reflecting on the lyrical content of Christian music; crafting a critical response to targeted advertising

**Discipline—“How do I do that?”**

- Explaining the relationship between reasons for writing and a biblical worldview; explaining the importance of consistent writing practice; summarizing the revising process
- Evaluating the process and significance of writing a short story; assessing a plan for transitioning to adulthood
- Revising a hymn for ideas and style; creating a plan for future education or vocational training



**Identity**

- Identifying how one’s writing reveals identity; explaining how words chosen in composition reflect the heart of the writer; relating interior monologue to thoughts and loves
- Assessing the limitations of persuasion; evaluating the views of an opinion article; evaluating the impact of visual media on experiencing written communication
- Critiquing an author appropriately to analyze the content of his writing; proposing ways to use sonnets as tools for Christian purposes

**Integrity**

- Relating the use of words with morality; describing methods of maintaining public relations; explaining how a Christian can write a college entrance essay from a biblical worldview
- Evaluating past uses of persuasion in American revivals; comparing and contrasting characters with one another
- Proposing honest methods of persuading; proposing how to present a plot without sacrificing values

**Logic**

- Explaining how active and passive voice influence the impact of a message; explaining how composition enables loving God and neighbor; relating the importance of communication for a Christian to an opinion article in a newspaper
- Relating correct spelling to effective persuasion; comparing presidential and biblical pardon; assessing the limitations of persuasion
- Writing a personal narrative to exemplify a moving truth; presenting a revised essay to a new audience; writing a paragraph stating a position and the reasons for the position; formulating an argument that challenges a secular conception of moral progress

**Judgment**

- Recalling how changes in the English language affect understanding; explaining the nature and origin of language; explaining how assumptions affect how a writer seeks to establish facts
- Evaluating sources for a report in light of biblical truth; evaluating sources for objective and subjective arguments to distinguish facts from opinions; evaluating literary conclusions based on Scripture
- Writing a letter to the editor who is using biblical content as the standard; defending the need for a standard when making an argument; proposing important themes in creative works



**Courage—Who helps me to be brave?**

- Explaining whether Frog and Toad are truly brave; explaining how God’s nearness gives courage in frightening situations; identifying examples of Balto’s and Gunnar’s courage
- Comparing and contrasting a character’s behavior in the first and second parts of the selection; relating forgiveness and bravery; analyzing a character’s actions of bravery to fulfill her dreams of flying; evaluating Mr. Magee’s actions according to biblical principles
- Proposing how a character should have acted differently; proposing ways to be brave when separated from a loved one; relating the bravery of firefighters to biblical principles

**Creativity—How can I be creative?**

- Relating creativity with the use of crayons to the image of God in people; relating the facts in the text to God’s creativity
- Evaluating a character’s use of creativity; assessing events in the narrative for creativity
- Formulating an answer to the unit essential question; responding to the essential question about events in a narrative

**Helpfulness—Why should I help others?**

- Listing ways Calvin and Jayla helped; discussing with a partner how characters solved problems by working together; explaining how God helped Mr. Skinner to help others
- Evaluating decisions not to help others
- Proposing ways God can help children help others; proposing answers to the Big Question addressed by a story; proposing ways to help and care for others

**Joy—What brings me joy?**

- Explaining ways that cooking brings joy; comparing and contrasting reasons for joy and song in stories; explaining how the problem and the solution bring joy
- Critiquing a character’s decision; evaluating finding joy in something other than God
- Proposing ways to apply what the Bible says about ants working willingly; proposing ways to use songs to bring different people together; proposing ways to remain joyful in difficult circumstances

**Love—Who should I love?**

- Explaining ways to show love to others; explaining how caring for a pet shows love for God; explaining that God created bugs because of His love for humanity
- Identifying a character’s unloving behavior toward others; evaluating actions that discourage others
- Applying various methods of encouragement to a peer’s presentation; listing people we should love; proposing concrete ways to show love for God and others

**Perseverance—Why should I keep trying?**

- Explaining how the characters use the North Star to persevere; explaining why people need perseverance to learn; identifying an example of perseverance
- Evaluating a character’s decision to get a horse; evaluating reasons for doing good to others
- Proposing ways to persevere despite difficulty; analyzing the main character’s thoughts and actions





**Goodness**

- Identifying good traits of characters; explaining that the Bible teaches that Jesus was humble, not proud, and that His followers should be humble like Him; identifying the main character's problems
- Comparing story characters' actions as good or bad; assessing character qualities from speech and action
- Rereading part of a story; recognizing that caring for animals is one of the things God has created people to do; learning a Bible verse in Spanish in order to do good; enjoying recreational reading

**Love**

- Pointing out that the Bible teaches that people who love each other are kind to each other; relating putting others first to showing love to others
- Evaluating the characters' feelings based on their actions; evaluating a character's actions as loving
- Proposing ways friends love one another; eliciting the source of kindness in a story

**Truth**

- Recognizing fanciful elements in a story; recognizing the gospel of Jesus Christ and the importance of sharing this truth with others
- Distinguishing informational text from fantasy; assessing differences between fantasy and realistic fiction
- Supporting answers with evidence from the story; connecting Bible retellings to the theme of Creation, Fall, Redemption; supporting answers with evidence from the story

**Wisdom**

- Explaining that the Bible refers to ants as an example of wise and hard workers; explaining how Christians should ask for God's wisdom to help them solve their problems
- Discussing and evaluating titles with a partner
- Choosing the best title for a story; using facts from an article to better understand a Bible account; responding to reading with discernment through written expression



**Beauty**

- Listening to a poem for comprehension and enjoyment; recognizing your God-given talents
- Using a model to write a four-line poem; reading dialog expressively to portray the character's traits; using your talents to bring glory to God

**Goodness**

- Explaining how a character changes in a story; recognizing the gospel of Jesus Christ and the importance of sharing this truth with others
- Comparing and contrasting the point of view (beliefs) of characters; evaluating a person's character based on what he says and what he does; inferring the moral of a fable
- Connecting the main lesson of the story to biblical teaching and making real-life applications; inferring a character's traits based on how he looks, what he says, and what he does

**Love**

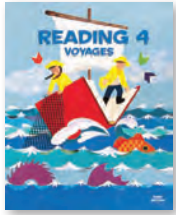
- Connecting the main lesson of the story to biblical teaching of showing love to enemies; understanding that God uses people's skills and talents to show love to people; explaining how the main characters show God's love to others
- Evaluating the author's choice of the story title based on how the title affects the reader
- Responding to reading by planning and writing a thank-you note; recognizing and showing God's sacrificial love

**Truth**

- Explaining what you learned from the story; recognizing that the same story can be told from different points of view; comparing the details of a realistic fiction story to the historical content of a biography; explaining how the Bible account supports the stated purpose
- Evaluating the meaning of a story title; distinguishing fact from fiction in a biblical fiction story; comparing and contrasting two versions of the same story
- Drawing and supporting conclusions with evidence from the text; inferring the main lesson taught in a Bible account through character dialog and key events; planning and writing a story that addresses God's promises

**Wisdom**

- Defining the term *worldview*; inferring a person's worldview from his speech and actions; explaining the relationship between important ideas in an article
- Evaluating persuasive writing; comparing and contrasting a historical person with a person in the Bible; contrasting different worldviews
- Writing a paragraph contrasting two related ideas; choosing reliable websites while searching for related information online; discerning which writing is fictional



**Justice**

- Explaining why the rich man's actions were unjust; analyzing how Nebuchadnezzar changed in response to God's judgment
- Evaluating Confucius's teachings on good and evil based on the Bible's teachings; evaluating the theme of a story based on biblical teaching about justice; evaluating a character's prejudices based on 1 Samuel 16:7
- Classifying the characters' traits as wise (good) or foolish (evil); drawing parallels between Eustace's condition as a dragon and a real person in need of salvation; debating the positive and negative effects of progress

**Knowledge**

- Identifying a fable as fiction and a Bible account as nonfiction; concluding that all truth (wisdom) comes from God; recalling that folktales may reflect cultural values and beliefs; explaining how Confucius's teachings have influenced many Asian cultures
- Contrasting mythical deities with the God of the Bible; distinguishing between fact and opinion in informational text; evaluating John Wesley's early beliefs about God
- Writing a personal response to the truth of the gospel; creating a statement of fact and a statement of opinion; applying biblical proverbs to daily living

**Goodness**

- Explaining why pride brings harm to the proud; listing ways we can show God's unconditional love to others; analyzing a biography for specific incidents that illustrate Lincoln's character traits
- Contrasting God's response to pride with His response to humility; evaluating the strengths or weaknesses of a particular character trait; evaluating characters' actions and motives
- Applying the moral of contentment to real-life situations; generating a list of practical ways that one could demonstrate a heart of love for Christ; applying the principle of putting others before self to real-life situations

**Relationships**

- Identifying the effects anger had on a character's relationships; explaining what it means to be a steward of God's creation; inferring the value of memories created by friendships
- Comparing the types of friendships experienced by the students; evaluating the supporting characters' actions based on Proverbs 27:17 (iron sharpening iron); evaluating a character's method for resolving his anger problem
- Writing a response to Christ's birth in the form of a friendly letter; devising a plan for showing friendship to a person in need; writing a prayer for people to receive the gospel; planning a class project that demonstrates caring for creation responsibly



**Truth—How do I know what is true?**

- Identifying three major themes that guide a Christian’s study and evaluation of texts; inferring truth about the character of God from narratives; identifying biblical promises that rescue people from despair
- Analyzing ancient myths for elements of biblical truth that have been changed; comparing and contrasting the flood legends of various cultures with the biblical account; evaluating the source of supernatural help in legends and mythology
- Applying the message of fables or folktales to real-life situations; proposing how to strengthen a friendship with someone whose perspective is different from one’s own; writing an encouraging email or letter to someone with a disability

**Goodness—How do I know what is good?**

- Explaining how good characters in a story can reflect the character of God; explaining how Louis Braille turned his hardship into a blessing for many people; explaining why bullying is sinful based on biblical principles
- Evaluating a main character’s response to the sinful behavior of others; evaluating a character’s response to God’s answer to prayer; evaluating a story’s outcome based on Luke 6:38; evaluating the character trait of curiosity
- Defending the goodness of God when His answers to our prayers differ from our desires; constructing a plan for dealing with cyberbullying; brainstorming ways in which God’s love can be shown through kindness; developing a plan to help prevent discrimination in one’s own sphere of influence

**Beauty—How do I know what is beautiful?**

- Explaining characteristics of the Creator from observing His creatures; explaining how each poem presents the theme in a different form; identifying words and phrases that show God’s power and wisdom
- Evaluating Rachel Carson’s view of nature based on biblical teaching; evaluating a poem’s message about work based on biblical principles; evaluating the view of beauty presented in a story based on biblical teaching
- Formulating a Christian perspective of how Christians should view and treat people from other cultures; creating a descriptive paragraph that responds to something beautiful in nature; applying principles learned about God’s character to one’s own life



**Choices—How do I make the right choices?**

- Explaining principles for making wise choices; inferring theme in light of biblical truth; relating a poem's message to personal experience; explaining a position on a novel's theme
- Evaluating theme based on 1 Timothy 6:6–18; evaluating a character's statements about work and learning about the world; evaluating Medwyn's statement about respecting all living things
- Recommending personal strategies for making the right choices; writing a script for a recorded motivational talk; formulating a biblical position on making the right choices

**Courage—What gives me courage in difficult times?**

- Describing a character's responses to setbacks; explaining how the psalmist copes with his fear; explaining how courage was displayed in a selection
- Evaluating two characters' responses to the dying man's mission; contrasting the source of courage in the psalm with the sources of courage in "Scaredy Dog and Me" and "Safe"
- Recommending personal strategies for depending on God in situations that require courage; formulating a biblical position on courage and dependence on God; formulating a strategy based on Psalm 27 to deal with a personal fear

**Knowledge—How does God want me to use knowledge?**

- Explaining how knowledge of the past can make us grateful; explaining how a knowledge of math can enhance a work of art; explaining a biblical perspective on knowledge and creativity
- Evaluating the decision to continue the space program after the *Challenger* disaster; evaluating the concept of personal worth in the story; evaluating the theme based on Psalm 119:98–105 and Proverbs 2:6
- Writing a personal application essay about the uses of God-given knowledge using examples from at least two selections; proposing ways to develop personal abilities for God's glory

**Leadership—How can I prepare to be a leader?**

- Analyzing a character's response when he realizes his mistake; summarizing the lesson Medwyn teaches in the story of the lame ant; identifying traits that make the King of Golud a good leader
- Evaluating the ideal of chivalry from a biblical perspective; evaluating the president's statements about what makes a good leader; evaluating the similar themes in the play and the story based on biblical truth about leadership
- Writing a paragraph relating one of the morals to personal leadership; recommending personal strategies to become a better leader; formulating a position on the novel's theme of leadership by writing a paragraph

**Overcome Evil—How do I overcome evil?**

- Explaining how the men's sacrificial spirit reflects a biblical view of sacrifice; inferring truths about God's goodness from the account; explaining Kim's realization that led her to forgive
- Evaluating the story's explanation of the problem of evil and its solution; evaluating the relevance of the theme in the present evil age; evaluating a friendship in light of biblical teaching about forgiveness
- Proposing ways to personally stand against evil today; writing a prayer asking God to help you respond correctly in a personal situation; creating a poem that expresses or accepts an apology

**Relationships—Why do I need relationships?**

- Explaining Papi's statement about a person's true test; analyzing character responses to unfriendly treatment; explaining the statement about what makes one feel rich
- Evaluating the text's statements about identity that root identity in autonomy; contrasting Greek gods with the God of the Bible; evaluating Abuelita's religious beliefs of praying to many gods
- Formulating responses to questions the text raises about relationships; proposing reasons people might choose to worship fallible deities rather than God; recommending actions to turn an unfriendly person into a friend



**Community—Why do we need each other?**

- Explaining how a young person should relate to older people from the perspective of biblical teaching; relating character traits and motivations to one’s own personality
- Evaluating the theme for alignment with the biblical teaching on community; evaluating the message of two poems for alignment with a psalm’s teaching on loneliness
- Creating a poem that aligns with the biblical approach to addressing loneliness; developing a biblical argument for why people need each other

**Justice—How do I know what is the right thing to do?**

- Explaining the consequences of proud words; comparing story themes as they relate to justice
- Evaluating the message of a story for alignment with biblical teaching on justice; evaluating a protagonist’s response as just or unjust
- Creating a letter of apology from the protagonist’s perspective that incorporates biblical teaching; composing a journal entry in which the student responds biblically to unjust social practices; applying an understanding of biblical justice to a current moral issue

**Love—How do I know if love is real?**

- Explaining how love should be expressed differently in one’s relationships; identifying the main character’s flaw; explaining the Christian motivation for loving people
- Evaluating a folktale’s view of love from the perspective of biblical teaching; evaluating the main character’s view of love; evaluating responses from the perspective of biblical teaching on love
- Responding to a story with an understanding of biblical love; rewriting the story resolution so that the main character behaves with biblical motivations

**Perseverance—Why should I stick with something hard?**

- Explaining how the Wright brothers fulfilled the Creation Mandate; describing the good that God brought from a personal trial; describing a character’s responses to a trial
- Evaluating McConnell’s poem for the need for perseverance; evaluating a text’s effectiveness in communicating an author’s message regarding perseverance
- Creating a poem based on the theme of perseverance; composing a biblical response to trials focused on perseverance

**Purpose—What spurs me to action?**

- Inferring the theme of a narrative; explaining the alignment of a narrative’s theme with biblical teaching about purpose
- Comparing and contrasting the response of two brothers; evaluating character motivations; evaluating Van Gogh’s purpose for his work
- Planning a response to Van Gogh’s letters that offers him a biblical view of purpose; creating a piece of art that communicates the source of meaning in life

**Transformation—What makes people change?**

- Analyzing the character development of the protagonist; analyzing the process of transformation in the protagonist
- Evaluating transformation narratives; comparing and contrasting biblical teaching on transformation with a story; evaluating the depth and effects of the transformations found in the selections
- Writing a response to the question “What makes people change?”; concluding how true transformation happens; applying an understanding of biblical transformation to the unit’s selections



**Freedom—What does it mean to be free?**

- Explaining historical and cultural contexts under a totalitarian government; explaining how Black Americans were deprived of their freedom due to racism; analyzing the argument that slavery is an injustice that the government should end; describing how a person may use the language of freedom to mask their drive to tyrannize
- Evaluating a memoir’s message that people can be truly good; evaluating the traits and actions of a character who seeks freedom by overthrowing law and restraint; evaluating the validity of the Aboriginal assimilation policy
- Formulating a definition of freedom based on biblical teachings; making text-to-world connections between racial injustices in a reading selection and in current culture; synthesizing the text with personal spiritual freedom

**Generosity—What does it mean to be generous?**

- Tracing the character development of a protagonist; inferring from a poem the theme that a generous person honors God by showing love to the poor instead of seeking favor from the rich; inferring from a poem that a generous person focuses on the needs of others
- Evaluating the character traits of Ebenezer Scrooge; evaluating the conflict and resolution while recognizing that God does not call all people to the same vocation; evaluating the person who lives for material gain
- Formulating a definition of generosity based on biblical teaching; synthesizing *A Christmas Carol* with the scriptural pattern of Creation, Fall, Redemption; proposing ways to imitate the generosity of three different characters from the unit

**Maturity—How do I become who I should be?**

- Analyzing a character’s motivations for living for God’s honor; comparing the mature and immature traits of a character; determining the antagonist’s character flaw
- Evaluating the main character’s motivations and actions in responding to the wisdom of an older family member; evaluating a character’s desire for immediate gratification; evaluating the growth and maturity of three characters
- Formulating a definition of maturity based on biblical teachings; creating a brief personal narrative explaining how a family member helped the student learn a lesson; writing a journal entry reflecting on the student’s own ongoing maturity

**Nature—How do I take time to reflect on the world God made?**

- Explaining how unwise efforts to exercise dominion over creation can have disastrous effects; inferring from the theme that close observation of creation can teach us about thriving in hard circumstances; making text-to-world connections with an example of nature influencing technology
- Comparing and contrasting the theme of a myth with biblical teaching; evaluating Asimov’s faith in a computer and in scientific methodology for solving his problems; evaluating the effectiveness of figurative language, sound devices, and structure in portraying the glory of God in nature
- Formulating a biblical explanation for a proper understanding of nature; creating a poem with three stanzas based on the theme of nature; creating an extended metaphor for a different season of the year to glorify God

**Wisdom—What is the best course of action?**

- Comparing a wise and unwise response to an unpromising circumstance; determining the character flaw of a protagonist; tracing a protagonist’s development in wisdom as he shifts from being self-focused to being others-focused
- Comparing and contrasting the themes of a fable and a poem; evaluating the effectiveness of a message based on a rubric; evaluating the wise use of humor to aid persuasiveness; comparing and contrasting perspectives on the plague
- Formulating a definition of wisdom based on biblical teachings; creating and illustrating an original folktale about wisdom; making text-to-text connections with “All That Is Gold Does Not Glitter”





**Endurance—What motivates me to keep going when I want to quit?**

- Explaining the significance of a title about severe hardship; analyzing how a conflict demonstrates that true endurance is required to transform desires; analyzing how perseverance in gaining an education in the face of discrimination is important for fulfilling the Creation Mandate
- Evaluating the resolution to a conflict from a biblical view of endurance; evaluating the protagonist’s and the antagonist’s worldviews for change in the face of challenges; comparing and contrasting the endurance of Penelope and Odysseus
- Making text-to-self connections to evaluate the importance of endurance; creating a journal entry explaining how hard experiences can be used to help others; formulating biblical reasons for endurance in the face of adversity

**Discernment—How do I know what is true, good, and beautiful?**

- Relating the observation of creation to the acquisition of wisdom; relating discernment to self-examination regarding motivation for past sins; describing personal discernment; the evil of treating others as objects for one’s own possession and control
- Evaluating the actions of characters from a biblical worldview; evaluating the portrayal of characters as better than they are; critiquing the excerpts as a parody of chivalry
- Formulating a definition of discernment according to biblical teaching; creating an image of a gift that the student gave or should have given; recreating *American Gothic* to represent an understanding of what is true, good, and beautiful

**Hope—How do I become hopeful in hopeless situations?**

- Relating the repeated language to the poem’s theme of finding hope in God; explaining how fulfilling one’s duty despite an uncertain outcome shows biblical hope; describing how reaping the fruit of Christian labor requires hope in God’s justice
- Evaluating an author’s observations about heroism from a biblical worldview; evaluating a poet’s message about hoping the best for others; evaluating the playwright’s moral tone toward Cyrano in Scene 8
- Formulating a definition of hope according to biblical teaching; relating the message of “Sympathy” to these psalms’ teaching on a biblical perspective of hope; suggesting strategies for Christians to develop hope

**Influence—Am I influencing others for good?**

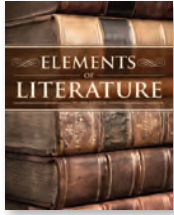
- Comparing how two cultures view influences on character development; describing how God uses responses to hardship to influence others for good and for His glory; explaining the danger of prioritizing personal enjoyment over the good of others
- Evaluating the influence of the teacher according to biblical teaching; evaluating the influence of the mother’s character on her children; evaluating an author’s view of cultural influence on Christians
- Formulating a view of the importance of influence according to biblical teaching; composing a poem describing a person of influence; creating a journal entry about how to respond when faced with the choice either to do right or to yield to pressure to do wrong

**Identity—Where do I find my identity?**

- Identifying the paradox of the blind man accurately perceiving Jesus identity while those who see misidentify Him; inferring what a poem teaches about the relationship of a person’s body to his or her identity; relating personal identity to union with Christ
- Evaluating characters’ perceptions of identity according to biblical teaching; evaluating how a character identifies herself in comparison with biblical principles from the book of James; evaluating the main idea of the article according to biblical teaching regarding work
- Formulating a view of the importance of identity according to biblical teaching; creating a journal entry reflecting on a personal response to the gospel; synthesizing one’s view of personal identity with the teachings found in Scripture

**The End—What will the end be like, and how will I face it?**

- Relating God's presence with believers to facing death; relating an author's view of religion to modern ideas of religion; summarizing how Christ will judge all rebels and redeem all His own in the end
- Evaluating a theme about the inevitability of death for alignment with a biblical worldview; evaluating the viewpoint regarding aging and death in two poems; evaluating how irony in various scenes influences a good end
- Responding to a hymn about the end with a written prayer; writing an initial response to the idea that in the end, God will set right all that is wrong with the world



**Aesthetics**

- Relating artistic writing to aesthetics; explaining how the Bible presents poetry as a legitimate revelation of beauty from a purely aesthetic perspective; describing the beauty of imaginative comparisons in biblical descriptions of the sea
- Evaluating the blessings and dangers of the beauty of poetry in light of Scripture; evaluating Homer’s worldview in his themes
- Using irony and sarcasm appropriately; writing a psalm of praise to God; applying the truths of a biblical hymn so that worship is more meaningful; proposing biblical reasons for why unbelievers can engage in artistic expressions

**Wisdom**

- Describing a biblical view of old age; relating the importance of biblical wisdom for offering relational counsel
- Evaluating a character’s confidence in his own reasoning; relating a folktale to the Bible’s teaching on pursuing wisdom; evaluating a character’s choice to seek counsel about her relationship
- Supporting with biblical arguments the idea that young people should pursue wisdom; using comedy wisely

**Creation**

- Identifying the evidence of the unseen God; proposing ways the Creation Mandate requires care for the small things in the world
- Evaluating science’s potential for solving problems in the world; evaluating Ackerman’s world-view’s suppression of the witness of creation; evaluating the decision to worship the creation rather than the Creator
- Writing about God’s hand in creation; questioning an evolutionary valuation of man

**Virtue**

- Explaining how virtuous actions are made possible through Christ’s death; explaining how the inability to laugh at oneself is a form of pride; describing how a story exemplifies empathy by sharing in another’s sorrow
- Evaluating the belief that sanctification can be accomplished apart from the work of God; evaluating the idea that countries play a role in spreading true virtue; evaluating the culture’s view of purity for young people
- Defending God’s goodness and glory in the face of the results of the Fall; evaluating one’s own contentment with what God has provided; proposing ways God uses peaks and troughs encountered in the Christian life for growth

**Relationships**

- Explaining how Christ is the reconciler of man to God; explaining the importance of the gospel in effecting social change; explaining two reasons why Christlike love undercuts racial and cultural divisions
- Evaluating a character’s advice about judging appearances; evaluating Denis de Beaulieu’s thoughts on living, dying, and being remembered; relating C. S. Lewis’s statement to God not leaving Christians alone
- Applying the resolution of the story to how God deals with the unrepentant; offering examples of the results of unbiblical solutions to personal enmity



**Wisdom**

- Explaining how every writer has a worldview that produces bias; explaining the value for a Christian to study the realists despite their unbiblical worldview; explaining the symbolism of the road in making life decisions
- Contrasting Frost’s “vanity of vanities” melancholy with Ecclesiastes; evaluating Benjamin Franklin’s view of the American dream against the biblical description of success; evaluating how a writer’s positive self-portrayal shows bias
- Debating the legitimacy of using a “discerning Eye,” as Dickinson proposes; comparing and contrasting biblical wisdom with conventional wisdom

**Justice**

- Explaining the implications of the gospel for living redemptively in the world; describing a biblical view of immigrants as neighbors regardless of cultural or ethnic identity; evaluating a text’s response to American slavery from a biblical worldview
- Evaluating the balance between Rowlandson’s perspective on Native American attacks with settlers’ lack of mercy and charity; contrasting Whitman’s expression of equality with the Bible’s; evaluating a character’s perspective on race from a biblical worldview
- Proposing ways people should seek to solve problems of social injustice; proposing a solution to Huck Finn’s dilemma regarding how to treat a slave

**Liberty**

- Relating the desire for freedom with the erosion of justice in two stories; comparing Paine’s views to modern liberal views
- Evaluating the syllogism about government that underlies the Declaration of Independence; evaluating Wheatley’s belief about true freedom based on biblical teaching; comparing and contrasting Paine’s dependence on reason and the Bible’s teaching about ultimate authority
- Inferring Jefferson’s beliefs based on his wording of the Declaration of Independence

**Morality**

- Explaining how morality is universal because God’s moral law is written in our hearts; explaining the basis for discerning good and evil; describing Franklin’s motivation for wanting to achieve moral perfection
- Contrasting the Pilgrims’ and Puritans’ approaches to government enforcement of morality; evaluating Menchen’s view of the dissenters’ morality; evaluating the demonstration of envy against Georgiana from a biblical perspective
- Proposing a response to beautiful writing with questionable morals; proposing biblical responses to pressures in order to avoid escapism; supporting the proposition that Darwinism shifted worldviews dramatically, upending moral underpinnings

**Providence**

- Analyzing the beliefs of Jefferson and Congress about providence based on their writing; relating the author’s view of the human plight to Solomon’s description of “life under the sun”; explaining how a writer expressed dependence on the providence of God
- Evaluating Crane’s hope for human comfort and stability in a world run by natural forces; evaluating a statement that says a belief in providence twists history; evaluating the concept of the Earth being our mother
- Synthesizing Rowlandson’s belief about God’s providence and the devastation brought about by human sinfulness; justifying the psalmist’s cry of “how long” to God; applying Bradford’s view of God’s providence to the student’s life

**Truth**

- Explaining why truth is available to more than just believers because of the image of God in humanity; relating the necessity of heart knowledge to genuine belief; explaining which Bible truths Marx’s theory contradicts or fails to acknowledge

- Evaluating Emerson's trust in intuition for discerning truth and error, and good and evil; evaluating a writer's belief that nature answers fundamental questions of truth and ethics; evaluating Darwinism, religious liberalism, and the social gospel from a biblical worldview
- Proposing ways that Franklin's religious beliefs are both an outgrowth of and a deviation from Puritanism; suggesting how Whitman's view of nature as a source of truth was correct but insufficient; writing a journal entry about how you have corrected your own thinking about an issue



**Truth**

- Analyzing how a text exhibits characteristics of hagiographies; describing the philosophies of agnosticism, social Darwinism, naturalism, and aestheticism and how they contradict Scripture; explaining the contributions C. S. Lewis made to defending a biblical worldview amid modernist thinking; explaining the philosophy of utilitarianism and how it conflicts with Scripture
- Evaluating the worldview underlying an author’s interpretation of historical events; distinguishing between modernist writers and writers with a traditional worldview; evaluating an author’s Romantic perspective against biblical truth; evaluating characters’ differing worldviews in light of Scripture
- Creating a piece of literary criticism that presents biblically founded standards of literary excellence and applies those criteria to a literary selection; analyzing and evaluating C. S. Lewis’s response to modernist rejections of God’s benevolent and loving authority

**Reasoning**

- Analyzing how an author’s perspective affects his interpretation of historical events; analyzing how a text’s structure promotes its theme; analyzing the psychological realism of a novel
- Evaluating a historical narrative for writer bias; evaluating an author’s arguments in light of a biblical worldview; evaluating the effectiveness and appropriateness of Chaucer’s use of satire from a biblical perspective
- Applying historical context to understand a text’s message; tracing a writer’s arguments and support throughout a text

**Relationships**

- Explaining how apartheid affects a story’s elements; describing the cultural forces that affected postwar and Commonwealth literature; explaining the connection between a novel and social developments during the Enlightenment
- Evaluating an author’s message about prejudice from a biblical worldview; evaluating the truthfulness of an author’s portrayal of human relationships; evaluating a poet’s view of human relationships
- Creating a short article satirizing a social custom in the style of Addison and Steele; analyzing how satire supports an author’s social critique

**Virtue**

- Identifying the heroic virtues described in an introduction; analyzing significant Anglo-Saxon cultural values (e.g., heroic virtues) and practices throughout an oral epic; analyzing a character as a Christ-figure and its connection to the work’s themes
- Evaluating the virtues of the Anglo-Saxon heroic ideal from a biblical worldview; evaluating a character’s choices in light of Scripture; evaluating an author’s concept of goodness as revealed in his characters
- Composing a full character analysis of at least one of a work’s major characters; applying knowledge of the chivalric code to understand an author’s tone and message



## Integrate Our Textbooks into Your Curriculum by Using Curriculum Trak

BJU Press is offering two ways to make it easier to integrate our textbooks into your curriculum!

1

Free PDFs of BJU Press course maps are available for review and reference.

2

Using Curriculum Trak software, you can import BJU Press maps for inclusion and modification as part of your school's curriculum.

We have partnered with Curriculum Trak to create detailed maps of our materials. These maps give all objectives, topics, resources, biblical integration concepts, and instructional strategies for each textbook. Find BJU Press curriculum maps at [bjupress.com/go/curriculum-maps](http://bjupress.com/go/curriculum-maps)

Curriculum Trak offers a web-based program designed for faith-based schools to easily organize their school-wide curriculum for review and refinement. Learn more about CT software at [curriculumtrak.com](http://curriculumtrak.com)

